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AUTHOR Farris, Christine
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ABSTRACT

General guidance for new teaching assistants (TAs) at the University of Washington is provided. The four chapters focus on: (1) policies and procedures governing teaching assistantships (salary, terms of appointment, duties, budgeting time, renewal and advancement, termination, grievances, and evaluation of teaching); (2) teaching courses (teaching effectively, preparing for class, teaching strategies, writing and giving a lecture, teaching quiz sections, planning and leading a discussion, planning and running a laboratory, teaching a foreign language, responding to student writing, using visual aids, and evaluating student performance); (3) advising students (university undergraduates, TA/student relations, academic advising, and resources and support services such as financial assistance, housing, and day care); and (4) instructional support services (Center for Instructional Development and Research, University of Washington libraries, instructional media services, Health Services Center for Educational Resources, Educational Assessment Center, Faculty Council on Instructional Quality, graduate and professional student senate, committee on graduate student service appointees, environmental health and safety department, and emergency procedures). The appendix contains chapter 6 from the University Handbook (Volume IV, Part IV), "Graduate Student Appointments," which describes selection and training of appointees, conditions of appointment, stipends and fees and related procedures and policies. A copy of a mentor questionnaire on teaching assistants is included. Contains 15 references. (SM)

The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

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Exploration of a Review Process -	Chair: Lynda Morton University of Missouri

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Clearinghouse on ITA Materials - Janet Constantinides

MENTOR

A HANDBOOK
for New
Teaching Assistants

•

Second Edition

by Christine Farris

Based in part on *Mentor: A Handbook for Teaching Assistants (1981, 1983)* *by Greg Bain and Suzanne Macy.*

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University of Washington
Seattle, Washington 98195

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Additional copies of MENTOR may be obtained
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and Research (543-6588)

FOREWORD

To: All New Teaching Assistants

As some of you who have not had an opportunity to teach before will soon learn, teaching can be a challenging, sometimes difficult, mostly rewarding and, I hope, always enjoyable experience. Teaching assistants make a substantial contribution to the University's instructional mission by performing a variety of important duties. At the same time, TAs are students themselves, pursuing an advanced degree in one of the University's eighty-eight graduate degree offering units.

Your education is a vital part of your preparation to be a teaching assistant. By itself, however, it may not suffice to prepare you for your role as a teacher. There are, as you might imagine, a host of things to think about in stepping into this role—if only for a part of your day—and this handbook is intended to stimulate such thought.

We in the Graduate School are indebted to the staff of the Center for Instructional Development and Research for the stimulus they provide to the training of teaching assistants on campus. I encourage you as a new TA to take advantage of the resources offered by the Center.

Sincerely,

Gene L. Woodruff
Dean
The Graduate School

INTRODUCTION

Perhaps you are one of those individuals who is skeptical of anything that claims to be a handbook on teaching. A number of questionnaires returned to us with suggestions for our new edition expressed the notion that no generic document could address anything as individualized and discipline-specific as teaching. Even if you do not think that "good teachers are born, not made," perhaps you, nevertheless, feel that you "make" your own way in teaching and that no one can tell you how to do it.

To a certain extent, you are right—nothing substitutes for the trial and error of the classroom as you evolve your own personal style of teaching. But we believe that there *are* skills in teaching, as in other fields, that *can* be learned and that will assist you in becoming more effective in a shorter period of time.

Because this handbook will be read by TAs in the humanities, the social and natural sciences, engineering, and business, the advice has had to be a bit general. We urge you, however, to uncover what is specific to teaching in your discipline by talking to colleagues in your department who are both good teachers and good scholars and by reflecting on your own experiences.

We hope that *Mentor* is a book you will trust at first and begin to argue with and expand upon later. *Mentor* can get you started, but you will soon move beyond it to develop your own teaching style, one that may not always fit with the advice given here. The purpose of any introductory handbook is to let you use the experience and advice of others to help you eventually find your own way.

Section I begins with the mundane but nonetheless important official policies governing the Teaching Assistant appointment itself. Section II describes how to prepare for and perform your responsibilities as a teacher, whether that means grading, lecturing or leading quiz and laboratory sections. Section III defines your responsibilities and suggests your limitations as an adviser and counselor to your students, and Section IV describes some of the numerous resources and support services available to teaching assistants.

Because *Mentor* is a general guide intended for all new teaching assistants, it cannot answer all your questions or anticipate the special problems that come up in your discipline. It does not constitute an "orientation" or substitute for a "training program." We do hope, however, that it suggests the topics and problems a training program might cover, and that it will be as useful to departments in designing an orientation as it will be to you in teaching your classes.

ACKNOWLEDGEMENTS

Special thanks are due to Greg Bain and Suzanne Macy, editors of the original and revised editions of *Mentor* (1981, 1983), on which this second edition has drawn liberally; to the Center for Teaching and Learning at Stanford University whose *Teaching at Stanford: An Introductory Handbook* influenced the scope and organization of our own; and to the following people who have written or rewritten sections of *Mentor*: Carla Rickerson and Paula Walker for the section on University libraries; William Rasch and Tobi Rosenberg for the section on teaching foreign languages; Gerald Gillmore of the Educational Assessment Center for much of the section on testing; Ken Adkins for his ideas on teaching laboratory sections; Richard Tracey for the section on student ratings; Don Wulff, Brooke Quigley, Steve Trombulak, Frank Underhill, and Ann Darling, all former TAs and staff associates at the Center for Instructional Development and Research (CIDR), for their ideas on the roles of the TA, lecturing, leading discussion and for their comments on drafts of this manuscript. Nancy Dick and Heidi Johnson, and Lynn Churchill provided word processing and typesetting assistance. Maureen Driese provided typing and moral support.

Vice-Provost Donna Kerr and Assistant Dean Norm Arkans provided the impetus and administrative support for this project, and the University staff have been cooperative in offering updated information about their services or departments. TAs and department administrators completed and returned questionnaires to aid us in planning our revised edition. A special thanks goes to Jody Nyquist, Director for Instructional Development at CIDR, who served as my mentor from initial proposal to final draft.

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SECTION I

POLICIES AND PROCEDURES GOVERNING TEACHING ASSISTANTSHIPS

Official University policies governing Teaching Assistantships are contained in the *University Handbook* (Appendix I reprints the relevant chapter). The section below supplements the official policy and answers some of the more practical questions you might have about your appointment. On paper, an assistantship is a form of "financial support" which provides a "valuable opportunity for in-service training" (IV-34-1). The *support* is uniformly low, but the value and extent of the *training* varies considerably from one department to the next. We'll consider financial matters first.

SALARY

Paychecks are usually available in your department's office after 1:00 on the 10th and 25th of every month. TAs on a nine-month appointment will receive six checks each quarter, from October through June.

The University automatically deducts federal income tax, social security tax, and medical aid. As of September 15, 1985, the pay scale for Teaching Assistants on half-time (50%) appointments will be as follows:

	Monthly	Annually
Teaching Assistant	$692	$6,228
Pre-Doctoral Teaching Associate I	742	6,678
Pre-Doctoral Teaching Associate II	798	7,182

Tuition Exemption

In 1984, the state legislature authorized the University to exempt graduate assistants from paying the largest portion of tuition and fees. Teaching assistants on half-time (50%) or greater appointments do not have to pay most of the fees which constitute resident tuition. They do have to pay a quarterly services and activities fee and a small component of tuition which comes to about $93 per quarter. This fee must be paid by the quarterly due date, though special arrangments can be made for Autumn Quarter only to pay the fee by October 25.

Insurance and medical benefits

As a graduate student you are not entitled to medical benefits beyond the services available free of charge to all enrolled students through the Hall Health Center. There is no dental plan at all, though the University dental school will occasionally accept an interesting case at reduced rates. A relatively low-cost health insurance plan is available from Mutual of Omaha to all students and, at extra cost, their spouses and families.

You can sign up for this policy for either the quarter or the year by checking the appropriate box on your registration form. The premium must be paid by the quarterly tuition date. If you hold a nine-month appointment, note that coverage expires in

June unless you sign up for spring and summer quarter insurance; you cannot get a separate policy to cover you during the summer unless you enroll for summer classes.

Information brochures describing the insurance plan are available at Hall Health Center, the Student Accounts Office, the Registration window in Schmitz Hall, and the Office of Student Affairs. If you have any questions, call 543-4972 or stop by 466 Schmitz Hall.

Tax status of Assistantships

The Internal Revenue Service considers your check a "salary," or compensation for services rendered, giving it the right to collect federal income tax—unless you are prepared to run the following legal gamut.

Section 117 of the IRS Tax Code exempts fellowships and scholarships from federal income tax. An Assistantship is murkily in between, but Revenue Ruling 75-280 clarifies the conditions which must be met by your salary to be considered exempt under Section 117. The "primary purpose" of your appointment must be to further your education and training, and it must therefore meet *all four* of the following conditions:

(1) the appointee is a candidate for a degree at an educational institution;
(2) the appointee performs research, teaching, or other services for that situation which satisfy existing, specifically stated requirements for that degree;
(3) equivalent services are required of all candidates for the degree, regardless of whether they receive equivalent compensation; and
(4) the services performed are not in excess of the specifically stated requirements.

If *all four criteria* apply to your case, and you wish to declare your stipend exempt, then do the following:

(a) prepare your tax return but do not declare your assistantship income;
(b) write a letter to the IRS stating that you are claiming your stipend exempt under Section 117 of the Tax Code;
(c) attach a letter from your program advisor or chairperson regarding the four criteria above; and
(d) include the Report on Conditions of Graduate Student Service Appointment Form signed by your chairperson.
(e) KEEP COPIES OF EVERYTHING YOU SEND TO THE IRS.

Even if you meet all four criteria, there is no guarantee that you will receive a refund rather than an invitation to an audit. Some TAs are audited their first year; others have received funds for three or four years running. (No matter what you do, however, the social security tax will be deducted from your check.) Finally, if you did not pay income tax last year and expect to pay no income tax this year, then you may file a W-4E form with the Payroll Office and the University will not withhold income tax from your check.

TERMS OF APPOINTMENT

Teaching Assistantships are offered to graduate students with outstanding academic records and obvious potential for effective teaching. Once appointed, you must carry a full-time load of at least nine credits per quarter (five during summer quarter) in order to make satisfactory progress toward the degree. Ordinarily, this means taking two or three graduate courses per quarter, though you should be aware that 600-level courses (independent study) and, later in your career, 700 and 800-level courses (thesis and dissertation research) also count toward the full-time requirement.

Most appointments are for the nine-month academic year (September 15 through June 15) at 50% time, which means that you should work twenty hours a week. Some departments offer appointments on a quarterly rather than a yearly basis, and others offer 25% time appointments, which means that you should work only ten hours per week. If a half-time TA in your department teaches two quiz sections, you should teach one. If you discover that you are performing half-time work for quarter-time pay, call the GPSS office (543-8576) or the Graduate School Fellowship and Assistantship Division (543-5900).

THE DUTIES OF TEACHING ASSISTANTS

The *University Handbook* is fairly explicit in defining the activities of teaching assistants, including the remark that TAs shall "not be placed in over-all charge of courses." This suggests, as does your title, that you will in fact be assisting somebody. And in many departments you will. You might have responsibility for leading one or more of the quiz or laboratory sections attached to a lecture class of four or five hundred students taught by a professor in "over-all charge" of the course. Or you might grade papers and examinations for a large lecture class.

In other departments you might find yourself with considerably more autonomy. Since 99% responsibility for a course is still not "over-all charge" of a course, you might find yourself preparing a syllabus, ordering textbooks, lecturing three or five days a week to anywhere from twenty to fifty students, and writing and grading midterm and final examinations or essays. Under those circumstances, you might not see the person you are assisting until you need a signature on the grade cards at the end of the quarter. If you find yourself in such a position, what can you expect?

Orientation and Training Programs

First of all, you will probably be asked to participate in a first-rate training program designed for TAs with considerable autonomy in the classroom. This might involve a one-or two-week orientation program before the quarter begins and then, during the quarter, regular sessions on teaching strategies, weekly meetings with faculty members, or some equivalent arrangement. The University requires each department to offer "an introductory departmental program which will include training appropriate to the type of teaching expected of the appointee (*University Handbook*, IV-34,3).

The specific nature of the program varies according to the discipline, but you should expect to receive some practical training (workshops on reading essays, seminars on test construction, videotaping sessions on lecture techniques) in the duties you will be asked to perform for the rest of the year. If your department has done its job of introducing you to your

role as a TA, you should be thoroughly exhausted by the end of orientation—and thoroughly prepared for the first day of class. If you feel the need for more help with instructional techniques any time during the year, contact the Center for Instructional Development and Research (see CIDR in Section IV).

Course Coordinators

Second, many departments have "course coordinators," faculty members who supervise TAs teaching different sections of the same course. The course coordinators are in "overall charge of courses"; you teach them. The course coordinators should be available to help with test construction, lecture techniques, discussion methods, course evaluations, and your own growth and progress as a teacher. Most are conscientious, but most are also very busy. If you don't ask for help, they will probably assume that you don't need any.

Senior TAs

Finally, senior TAs can often provide the most immediately useful advice. In some departments, one or two senior TAs are granted release time to act as guides for new assistants. They can help prepare for a particular class session, sit in on your classes, if you wish, and solve problems regarding your life as an amphibious creature somewhere in between the water world of a graduate student and the dry land inhabited by tenured faculty.

Although classes do not begin until the end of September, you are paid from September 15 and therefore receive a check on the 10th of October. Presumably, this money is compensation for participating in an orientation program and preparing for classes.

BUDGETING YOUR TIME

As we suggested above, a teaching assistant lives in divided but not always distinguished worlds. As a graduate student you will be expected to carry nine credits or more each quarter to make satisfactory progress toward a degree. As a teaching assistant you will be expected to work twenty hours or more a week. How do you write a seminar paper, supervise thirty students conducting a laboratory experiment, and read 100 mid-term essay examinations all at once? Become very protective of your time.

What is included in "20 hours a week"?

Time spent advising students during office hours (at least three per week), preparing for classes, attending lectures, teaching your own class, and reviewing assignments, examinations, and papers all count toward your twenty hours a week. If you lead a single quiz section this might not represent an impossible task, but if you have substantial responsibility for a course, you will find yourself pressed for time.

Plan Ahead

Do not let yourself be forced into making a choice between writing the final draft of your seminar paper *OR* reading a set of final examinations. It's wonderful to challenge your students with twenty-page term papers; it's something else to read all of them in one night.

Balancing teaching and graduate work

How well you manage your time will largely determine whether you succeed or fail at the University. We have seen dozens of first-year graduate students take their responsibilities as TAs so seriously that they spend forty hours a week teaching. Such dedication is commendable and will fill your students and colleagues with wonder and admiration. Experienced TAs will suggest you need to strike a better balance between teaching and academic work. Don't wait to achieve this balance until you have botched an important seminar paper or taken a number of incompletes.

We're not suggesting that you make a choice between the scholar or the teacher, only pointing out that you are expected to excel in both capacities.

RENEWAL AND ADVANCEMENT

How long can I be a TA?

Reading the *University Handbook* and any additional departmental policies makes for a boring weekend, but you should know whether you can expect to have a job next year. Although "it is the policy of the University to provide reasonable continuity of appointment" to teaching assistants (IV-34-2-C), find out as soon as possible whether reasonable continuity in your department is four months or four years. Both academic and teaching performance are considered for TA reappointment, and unsatisfactory performance in either area can result in termination.

"Satisfactory Progress"

Though most departments review teaching evaluations when considering TAs for reappointment, satisfactory academic progress toward the completion of a graduate degree program" (IV-34-2-C) is usually the primary criterion. Since departmental policies are usually more stringent than the general Graduate School requirements, find out what constitutes "satisfactory progress" in your department and plan your schedule accordingly, including time for qualifying, master's, and foreign language examinations. In departments where competition for appointments is unusually keen, you might receive a "we're sorry to inform you" letter if you have not demonstrated satisfactory progress toward the degree. You may have received a copy of the department's policy at your orientation; if not, copies should be available in your department's main or graduate program office.

Do TAs get promoted?

University policy states that TAs "who perform meritoriously in their graduate programs and in their teaching, research and related activities may normally expect to be promoted in the course of their service"(IV-36-D).

Departments are required to consider you for promotion at the time of reappointment, using criteria consistent with those for reappointment—namely academic performance and progress in your program and the quality of your teaching.

University Handbook lists the graduate appointment titles appropriate to the various graduate student classifications (IV-34-2); however, (often because of budget constraints) some

colleges and departments have an unofficial unwritten policy of hiring advanced graduate students as TAs rather than as PDTAs. We hope that an increased awareness among graduate students will encourage departments to increase the number of pre-doctoral appointments.

TERMINATION

As we have noted, you can lose your assistantship by neglecting your own responsibilities as a graduate student or as a teacher. If your department decides that you are incompetent, it may also decide to terminate your appointment at the end of the quarter. In rare cases, the Graduate School may suspend you immediately pending the outcome of an investigation. In any event, the department must notify you in writing of the specific reasons for termination and, in most cases, give you adequate time to correct the deficiencies. We hope that *Mentor* makes this section on termination irrelevant; if not, turn to the next section on grievance procedures.

GRIEVANCES

Different offices within the University investigate grievances according to the nature of the complaint (academic or personal) and the status of the plaintiff (student, faculty, or staff). Before filing a formal grievance, you might want informal advice from one of the following:

The University Ombudsman (543-6028)

The Ombudsman protects the rights and interests of members of the University community and helps resolve complaints and grievances of students, faculty, and staff. The Ombudsman and his or her staff assist with advice, information, referral or independent review. They provide guidance on where to take a grievance and how to present it effectively.

The Ombudsman cannot overrule or overturn decisions, but investigates to determine fairness and objectivity. He or she can also recommend changes in rules, regulations and procedures when areas of needed change become apparent.

If you have a concern you would like to discuss, feel free to drop in, call, or make an appointment. The Ombudsman's Office is located in 301 HUB.

Legal Aid (543-6486)

Third-year law students provide free initial interviews and continuing services at a minimal charge to University students. If you have a case and cannot obtain satisfaction through the usual grievance procedures, they may be able to assist you. Since Legal Aid handles only certain cases, such as divorces, landlord-tenant disputes, car accidents, creditor-debtor problems and small claims court advice, call to find out whether they can handle your case. They will refer you to another organization if they are unable to assist you.

Collective grievances

The Committee on Graduate Student Service Appointees was established in 1981. It includes representatives from the Graduate School and members of the graduate faculty as well as teaching and research assistants.

The Committee makes recommendations to the administration on collective policy issues: financial matters such as salary, tuition waivers, working conditions, including the procedures used to evaluate teaching, policies regarding advancement to PDTA status, requirements for full-time study during summer quarter; and training programs, including the availability of professional advice and facilities for the improvement of teaching. Call the Graduate School (543-5900) for further information and the names of the current members.

Academic grievances

Most academic complaints regarding rules, regulations, and academic standards are filed with the Graduate School. In most cases, however, you will probably begin at the source: discuss the terms of your TA appointment with your graduate program adviser before suing the University for breach of contract.

If you cannot resolve the problem at the source, take the complaint in writing to the department chairperson, to the dean of your school or college, and from there to the Dean of the Graduate School, who will delegate the case to either a standing or an ad hoc committee. Once you have filed a formal grievance, both sides are bound by the timetable described in the Appendix.

Personal grievances

Each college in the University has a student grievance committee which will review academic as well as personal complaints, but special procedures govern complaints based on discrimination or sexual harassment.

Discrimination

Discrimination based on a person's race, religion, creed, color, sex, sexual orientation, national origin, age, disability, status as a veteran or Vietnam-era veteran, or through sexual harassment is prohibited by University policy as well as state and federal laws. The primary contacts on discrimination issues are the Equal Employment Officer (543-1830), the Staff Human Rights Office (543-7217), the Assistant Provost for Academic Affairs (543-6616) and the Ombudsman for Sexual Harassment (543-0283).

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his/her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature. Grievance procedures are available to students, Teaching Assistants, Research Assistants, Classified and Exempt employees and faculty. Teaching Assistants are in a particularly vulnerable position: as an instructor you have some power over your own students, and as a graduate student you are subject to the power of the faculty over your academic record and letters of recommendation.

The Adjunct Omsbudsman (currently Lois Price-Spratlen, 543-0238) investigates informal complaints quickly and quietly and will help you decide if the evidence warrants a formal grievance. With or without the advice of the Adjunct

Ombudsman, you may file a formal grievance with the Provost's Office. Call Assistant Provost Steven Olswang at 543-6616 for details.

Grievances filed against you

Of course, undergraduates have access to most of the same grievance procedures that you do. First responsibility for resolving complaints rests with you—if you are aware of the problem. Since most complaints involve grades or academic requirements, you will probably be the first to know if a student thinks you graded unfairly or require too much work for a passing grade. Make sure you understand the student's perception of the problem and that the student understands your point of view before taking the next step.

If you cannot resolve the problem with the student directly, then take it (the whole problem, not just your side of it) to your immediate supervisor, course coordinator or chairperson. If he or she decides in the student's favor, you will have to swallow your pride and make the necessary adjustments in your course or teaching. If he or she decides in your favor, you should explain the remaining options to the student: accept the decision; appeal to the chairperson; or file a complaint with the department's or college's grievance committee. You will be informed if further action is taken against you.

EVALUATION OF TEACHING

You will adjust to the Graduate School's academic standards soon enough, but who and what determines excellence in your capacity as a Teaching Assistant? In most departments formal evaluations are routinely used to collect information for personnel decisions (renewal, advancement, and termination as well as teaching assignments) and the improvement of teaching. In addition, other offices conduct evaluations periodically to review the undergraduate curriculum and to help students select courses and instructors. Though more departments are now being asked to evaluate TAs' teaching for reappointment, the official University policy regarding this evaluation is flexible enough to accommodate departmental differences and is therefore somewhat ambiguous: the evaluation should include student ratings and "evaluation by the professors responsible for the course based on at least two visits to the appointee's class or on the methods previously agreed to by both parties" (IV-35,3).

What does that mean for you, a first-year Teaching Assistant? Evaluation might take one or more of the following forms.

Student Ratings

Many departments require student ratings at the end of each quarter. If your department does not have its own assessment form, you will probably be asked to use the services of the Educational Assessment Center (EAC), which offers seven alternate questionnaires plus "yellow sheets" soliciting students' open-ended, essay-style reactions.

You can get help with using these forms by reading the TA edition of *Manage Your Student Ratings*, a pamphlet published by the Center for Instructional Development and Research (CIDR) and the EAC. It will help you plan for student ratings as an integral part of your quarter's teaching—after chilling you with the research data indicating that first-year TAs receive the lowest student ratings on campus. Then you will be encouraged to conduct a mid-quarter discussion with your students, evaluating the course so far (see the description of Small Group Instructional Diagnosis in the CIDR section). And you will be offered suggestions on ways to elicit better end-of-the quarter ratings, including how to design evaluations that zero in on the areas you have been trying to improve since your mid-quarter evaluations.

How do you evaluate student ratings of your teaching?

The EAC will process your questionnaires, then return to you, early the following quarter, a computerized ratings report of class means and rankings, plus the un-processed yellow sheets. But what do you do with all the information?

Before you contemplate opening your own academy or throwing yourself off the Aurora Bridge, read *Now Make the Most of Your Student Ratings*. This CIDR/EAC publication begins with the philosophy that student ratings are not nearly a reflection of your pedagogical soul. It then helps you interpret the statistics on your printout and the comments on your yellow sheets, recommending resources in various media which you may consult for specific instructional help, such as readings and videotapes, discussion with faculty members and course coordinators, EAC analysis and CIDR consultation. (If you don't receive *Now Make the Most of Your Student Ratings* with your ratings report, contact CIDR, 543-6588.)

Peer Observation

In some departments you may be encouraged or even required to participate in a peer observation program. Although you may feel anxious about having another TA peering over your shoulder, it may be this fellow TA who can provide you with practical advice that is immediately useful to you. If peer observation is used strictly for the improvement of teaching, it offers an effective means of improving your own performance. Peer observation has been well received in the Department of English as the following comments from one TA suggest:

> I knew that I would learn from watching someone else, but I was surprised by how much I learned from being observed. Because another TA was watching me, I paid more attention to the things I did—how I moved, what I said—and to why I did them. It was like watching myself in a mirror without really being able to see, because I was so aware of my actions. Though the observing was interesting in itself, I think the pre-and post-observation discussions were the most useful part of the process. Since the other TA observed my class the same day I observed hers, we were able to compare our successes and not-so-successes with the same lesson and discuss what we should do in our next class periods. I found it worthwhile that someone could analyze what I *am* doing rather than just encourage me to continue whatever it is I *say* I'm trying to do. I need and appreciate the observer-coach who can tell me if the techniques I am experimenting with are effective or not.

Faculty Evaluation

If you actually assist a professor in lecture, of course you will be evaluated every day. Suppose, however, that you have con-

siderable autonomy—a quiz section, a lab, or a lecture of your own. What then? Policies vary. Some departments follow the specific procedures outlined in the *University Handbook*, but most have made other arrangements. The course coordinator or your program adviser may sit in on your class once or twice, or may simply ask you in the halls one day how things are going.

If you wish to have more than a rubber stamp of approval, invite experienced faculty members, your course coordinator or your program director into your class. This will not only improve your teaching but also make it much easier for them to approve promotion and letters of recommendation.

Staff members from CIDR are also available to observe and/or videotape your class, provide feedback, and help you identify areas for improvement. If you wish to know more about current evaluation procedures, consult the bibliography or the companion to this handbook, *Evaluating Teaching: Purposes, Methods and Policies*, available from CIDR.

SECTION II

TEACHING COURSES

Since the duties of Teaching Assistants vary from one department to the next, and often from quarter to quarter, some parts of this section will apply more closely than others to your appointment. You might have partial responsibility in an upper division seminar, substantial responsibility for two laboratory or quiz sections, even full responsibility for a lower division lecture course. Lecturer, discussion leader, lab instuctor, test designer, reader and grader . . . all are roles you may perform at one time or another.

Although most new Teaching Assistants are more anxious about surviving their first quarter than developing a philosophy of teaching, successful teaching depends as much on theory as it does on technique, and this section therefore addresses both concerns. We have tried to offer useful suggestions on how to design a lecture or an objective test as well as start you thinking about why you are lecturing instead of leading a discussion, or giving a multiple-choice test instead of an essay exam.

TEACHING EFFECTIVELY

No group is more full of myths about teaching than teachers themselves. It is important to recognize myths because they affect how you perceive your role as an instructor. Two of the most common are: (1) Good and bad teaching cannot be defined, and (2) good teachers are "born, not made." Research, however, has identified four elements of effective teaching: good organization, enthusiastic presentation, knowledge of the subject, and group instructional skills. Each of these *can* be learned.

1. Organization

Good organization is important to all phases of instruction, from curriculum development to determining presentation format. Organizing a course does not mean throwing together a conglomeration of lectures, discussions and handouts. From the syllabus to the final examination, every aspect of the course should be focused on defined educational goals, the most important of which is the level of learning you expect students to achieve.

Your first step in organizing a course should be to **establish the level of performance you expect from your students**. This may necessitate your administering a diagnostic test or assessing an in-class essay in order to assess what students already know and what they need to learn.

After assessment, your next step is to **choose the means of instruction** that will enable students to perform at the level you expect. If you need to cover 50 years of research in ten weeks, you will probably lecture. If students must be capable of applying course material, you will not only have to present factual information through texts and lectures but also show them how to develop generalizations from the background knowledge (discussion, study problems, assignments), and provide

them with opportunities to apply newly learned principles in novel situations (laboratory experiments, papers, examinations).

Your third step will be to **determine through evaluation procedures whether students have learned what you intended.**

It is confusing for students to read in the *General Catalog* that the course "stresses problem solving" while the instructor lectures on "conceptual integration" and the examinations test for "recall of facts" from the texts. Ideally, the mode of instruction, the course content, assignments, and examinations should all focus the students' attention in a single direction.

2. Enthusiasm

Enthusiasm comes with confidence, excitement about the subject, and pleasure in teaching. Enthusiastic behavior includes facial expressions and smiles, attentiveness to students, movement away from the podium or blackboard, and eye contact which is long enough to observe students' expressions. It involves vocal inflections to emphasize and de-emphasize material, and a willingness to listen to students and express interest in their contributions.

Developing an interesting style of presentation will catch student attention. Try to lighten your presentation with humor appropriate to the subject. Don't take yourself too seriously.

3. Instructor knowledge

Effective teachers exhibit a breadth of knowledge, analyze concepts effectively, and stay up to date in their specialty.

Just how you "exhibit" your knowledge will depend on your approach to teaching in general, but the strongest advantage you have over a textbook is in revealing your thought processes to the students. Demonstrate and share your thinking so that students get a sense of what it means to think like a psychologist or a chemist and tackle problems in the discipline. Highlight significant concepts. Discuss current developments and their effect on present theory by using, say, a recent issue of *Science*. Don't just furnish students with results of academic research; instead offer instigation for further exploration.

Try not to oversimplify.

There is sometimes a tendency for TAs to summarize what students "need to know" from a course rather than invite them into the discipline and into academic inquiry as a process. Don't assume that students automatically have little interest in the subject; in not too many more years, they may be your colleagues in the field.

This will be easy; I know the subject cold.

Demonstrating that you know more than your students is easy; teaching is more difficult. Many new TAs assume they can teach Math 101 because they took a course in statistics and two in quantitative analysis. However, an in-depth understanding of the subject is often necessary for dealing with the bright, inquisitive student who asks a relevant question that is not covered in the text: "Why didn't you use that same formula to solve the last problem?" Ideally, you will be assigned to a course in the area of your particular expertise, but you should still review material to refresh your memory, and you might try explaining it to someone else as a way of anticipating student questions and problems.

What if I am assigned to a course outside my specialty?

If you must teach outside your specialty, you'll have to work to stay at least a week ahead of your brightest students. Remember that you are not responsible for knowing all the answers, so don't feel compelled to apologize for your "lack of knowledge." If you cannot answer a question or you have made an error, admit it, but tell your students where they may find the answer or offer to look it up...and then do it.

4. Group Instructional Skills

Effective teachers interact with students in a skillful manner. They are generally able to:

- **establish a rapport with the class.**

Most students learn better when they are relaxed, confident and do not feel threatened. A comfortable atmosphere makes learning more enjoyable and encourages individuality and creativity. Teachers considered ineffective may be dogmatic, arrogant, inaccessible, insensitive to others, or authoritarian. Avoid these negative traits and nurture positive ones by remaining approachable, keeping your office hours and encouraging students to visit during that time.

- **create a climate of mutual respect.**

An important thing to remember is that as an instructor your response and comments carry great weight. If you walk into class and state that questions are a waste of time, you can be sure that you will receive none. Equally ineffective is laughing at or ridiculing students. When a student asks a question, treat it with respect. You needn't spend five minutes answering an irrelevant question, but you can still be courteous by offering to discuss the matter with the student after class.

- **be sensitive to student response.**

If you watch your students instead of the blackboard or your notes, you can often encourage questions simply by pausing whenever they appear confused. In fact, during the first few weeks you may have to say, "I see you have some questions; what are they?"

Also be sensitive to students' frequent confusion in distinguishing between fact, theory, and instructor opinion and what relation all have to the official course content, exam expectations and grades. Many will assume that the professor's and/or the TA's opinions should automatically reemerge intact in their exam bluebooks if they are to receive an "A."

- **stimulate class participation.**

Especially if you are candid with your opinions, encourage students to be also—an exchange of ideas of all sorts is a natural part of an academic environment, and students should learn to feel comfortable with this exchange, not threatened by it. A lot of their comfort, however, depends on your making clear your expectations for assignments and exams, as well as your criteria for grading.

PREPARING FOR CLASSES

Putting together a course will run more smoothly if you take care of details early. During your first quarter, at least, you will not be directly responsible for reserving a classroom or ordering textbooks, but you will certainly be responsible for other details. Well before the quarter begins, check with the course coordinator or professor in charge of the course to clarify your responsibilities.

Classrooms

As a first-year TA listed as "staff" in the time schedule, you have very little to say about classroom assignments. However, check out the classroom well in advance to make sure it meets your needs. Visiting the classroom can also reduce your apprehension. If a change is absolutely necessary (you need moveable chairs for your discussion section, for instance), ask the Department support staff if other rooms are available. If you request a change before the quarter begins, you have some chance of success. If you wait until the quarter begins, you'll be stuck lecturing in that windowless room next to the trash compactor for the entire quarter.

The department secretary

Get to know your department secretary, who probably has been there a lot longer than you and knows the ropes. The secretary can be an important source of information on all sorts of daily academic hassles. Introduce yourself and ask what clerical support is available to TAs in the department. Secretaries are probably the most overworked and underpaid of University employees, and therefore are much more willing to comply with a reasonable request made well in advance than a panic-stricken demand issued five minutes before class.

The first day of class

Even veteran TAs and professors experience "first day" butterflies. If you avoid the first-day syndrome by simply handing out the syllabus and dismissing class, you miss the opportunity to set the tone in your course for the remainder of the quarter. If you begin discussing the first lecture, for instance, this signals to the students that you are serious about making their time with you worthwhile and that you expect progress to be made in every session. Since some students are "shopping around" for the best courses at the beginning of the quarter, you will give them a fairer sense of your course by actually getting into the subject matter and letting them sample your approach.

When the students come to the first class, they are eager to know what will be covered, what the instructor will be like, what will be required of them, and how they will be evaluated. Some will not buy the required textbooks until such questions are resolved. It is therefore safest to keep the first class focused, straightforward, and organized.

Covering course requirements and your own policies will take about ten minutes, and you can spend all or part of the remaining time discussing the objectives of the course and your approach to the subject. If you have time and if the class is small enough, you might ask students to introduce themselves or to take about five minutes to interview and then introduce each other. You may find it helpful to have students write down their names, telephone numbers, majors, and the last course taken in the subject area. This will assist you in learning their names and in adjusting the course to their level of competence or experience. Don't forget to tell them something about yourself and your interest in the subject.

Overcoming anxiety

The biggest problem you will have to overcome on the first day is probably your own fear. Most new TAs are very self-conscious, more worried about their own self-image than concerned about the effectiveness of a particular teaching strategy (Nyquist and Staton-Spicer, 1979). Am I talking too fast? I don't think they like me. Can you all hear me in the back?...the list is endless. Don't despair. The reaction is perfectly natural and only a few of the horrible things you have imagined will happen on the first day.

The syllabus

A good syllabus will satisfy many of the students' questions. It should include information on course content (with an outline of the quarter), the texts (with reading assignments), examination dates, and grading procedures. Make clear and specific your policies on handling absences, late assignments, make-up examinations, incompletes, and extra credit. Include your office hours so students know where and when to find you.

TEACHING STRATEGIES

As a Teaching Assistant, you may find yourself performing one predominant role— that of lecturer, quiz section or science lab leader, foreign language teacher, or grader. Inevitably, these roles overlap, and you will no doubt make use of a variety of interrelated teaching strategies—lecturing, class discussion, one-to-one tutoring, small peer groups, role-playing, hands-on experience, and computer-assisted instruction—in order to achieve your goals.

If any of these strategies sound absolutely foreign to you, before you find yourself in a teaching rut, read further and seek advice and resources on innovative methods from colleagues in your department and the Center for Instructional Development and Research. We will discuss some of the most commonly used tasks and strategies among TAs at the University of Washington.

WRITING AND GIVING A LECTURE

Lecturing may still be the most common form of teaching at the University of Washington and other universities, but some topics lend themselves much more naturally to this technique than others. Originally the "lecturer" read to an audience because access to written material was limited; now the printing process has dramatically changed the lecturer's function. The present-day lecture should not simply transmit information; books are more efficient. Use lecture if you want to provide structure and organization to scattered material, help pace student learning, or reinforce assigned reading by providing an alternative perspective or source of information.

Planning a lecture

When you start to plan a lecture, first consider your audience. UW students are fairly bright and motivated but un-

evenly prepared. You neither want to talk over their heads nor patronize them. You will be more effective if you try as much as possible to draw on knowledge they already have or appeal to experiences that, by analogy, suit the topic.

Before preparing a lecture, ask yourself: how does the lecture fit into the course as a whole? What are your objectives? Do you want to provide the students with an overview of the subject, give them some background information, or provoke them into further contemplation?

Writing a lecture

Once you've decided that the nature of your topic is indeed suitable for a lecture and considered both your objectives and the knowledge level of your audience, you still want to make sure that what you need to cover will fit within 50 minutes. A typical TA lament is: "There is so much material and so little time." However, good organization will enable you to eliminate irrelevant material so that you may cover important points more thoroughly.

Generating an outline

Once you have determined your subject, formulate one general question which covers the heart of it, one you could answer in a single lecture. Take the time to write it down and study it. Then generate three or four key points which you could develop to answer this question. Note these down under the question. You are now gazing at your lecture outline.

Filling in the outline

Your next task is to define the elements of your key points and generate effective examples or analogies for each. Examples generated "on the spur of the moment" in class tend to be trivial; if prepared in advance, examples can both illustrate a particular point and broaden students' understanding of the subject. Think the examples through carefully and consider ways to illustrate them with blackboard diagrams, slides, overheads, demonstrations, or case studies, any of which can increase students' understanding and interest.

The last step in planning a lecture is writing a summary describing the conclusions you were able to draw from information in the lecture.

Delivering a lecture

Delivering a lecture requires another set of skills. Establish friendly rapport by beginning with reference to the last lecture or to questions that may have come up. Let the class know if they can interrupt with questions or should save them for the end of each section or the end of the period.

A good way to begin is by *telling your students what you plan to tell them*. In other words, describe and write down on the board the question and the key points around which your lecture is organized. Explain how the present topic relates to past and future material.

Then . . . *tell them*. Work through each key point, writing out the definitions, if necessary, offering your examples, and using visual aids. If you want to take questions after completing each section, ask for questions and wait 15 or 20 seconds before moving to the next section. After you have completed the lecture, pause and ask for questions. When you are through with questions, *tell them what you told them*. Reintroduce your original question, briefly describe the information you used to examine it and the conclusions you were able to draw.

Besides questions from the audience, you may want to enrich the lecture by presenting controversies for discussion or rhetorical questions for students to answer later. Try posing problems or questions which do not have "right" or "wrong" answers. Allow students to explore.

Speaking skills

Monitor the technical aspects of your delivery as carefully as you can. *Avoid reading your lectures verbatim*. If you must refer to your notes frequently, learn to combine this with frequent eye contact. Speak loudly and not too rapidly, varying your voice as you change emphasis and content. You might practice lecturing in front of the mirror, paying attention to how you look and sound. Try taping your actual lecture and then listen to yourself. Better yet, arrange for a videotaping by the Center for Instructional Development and Research so that you can both see and hear yourself.

Teaching Quiz Sections

Though some of you will have considerable responsibility for your own course, many of you will be teaching one or more quiz sections offered in conjunction with a large lecture course and may therefore face two problems.

First, because attendance at quiz sections is voluntary in many departments, advanced students might not attend unless your section is particularly valuable or intriguing. On the other hand, those students who do attend are probably struggling to keep up and need your help. How do you meet their needs while still challenging the advanced students?

Some TAs take the easy way out by creating an open, informal atmosphere which encourages students to express their personal feelings about the professor, the course, and life in general. This hot tub approach to quiz sections will earn you high ratings on "student rapport" but very little else—and you will be surprised at the number of quarterly evaluations which run something like this: "The TA was pretty friendly but the class was a waste of time because discussions rambled a lot."

Second, the professor responsible for the lecture portion of the course may have very definite ideas about how you should teach your quiz section. If those ideas coincide with your own, you'll probably have a great quarter; if not, you might be frustrated for ten weeks. We hope the suggestions below will encourage you to work closely with the professor to resolve both of these issues.

Working with the professor

Before the quarter begins, meet with the professor to ask specific questions about the course, grading procedures, and your responsibilities in lecture and in lab or quiz section: will they include solving problems and answering questions raised in lecture, or supplementing the lectures with entirely new material? Once that issue is resolved, you can clarify your regular duties. Will you lecture one day a week or month in addition to leading your quiz section? Will you design your

own tests or read and grade tests written by the professor? Will you read term papers? Tutor students who need help beyond what you would normally offer during office hours? If those questions were not resolved at your department's orientation, meet with the professor as soon as possible so that you can begin preparing for classes.

Some professors hold weekly meetings with their TAs during the quarter to discuss problems and plot strategies and assignments for the coming week. Others simply wait for you to approach them with questions or problems. If your professor falls into the latter category, you may want to form a TA group which meets weekly to review assignments and prepare for classes. Such groups can be invaluable, especially for new TAs.

Lectures and textbooks

Attend all lectures so you know what it is you are supplementing and clarifying for the students. Even when you know a subject thoroughly, you will be unprepared for quiz section unless you know how thoroughly a particular problem, technique or issue was covered in the lecture.

Listening from a student's perspective will help you understand why students feel overwhelmed, bored or confused during lectures. If you see students throw their pens down in disgust, plan to cover the topic in greater detail or at a slower pace. When students begin asking a lot of questions, you should begin preparing answers or problems which will lead them to discover answers. If they stop taking notes altogether and start reading the *Daily*, plan your section so that it covers the same material at a more challenging level.

Similarly, reading textbooks from a student's perspective will help you decide which topics need the most review. Some "introductory" texts are written for tenth graders; others will baffle even you. Read everything; it's better to be baffled in your office than embarrassed in class.

What should you *do* in a quiz section?

Especially in classes of 200 or more, students will be working more closely with you than with the professor, that distant figure at the front of the hall who works the overhead projector and lectures into a microphone. You will know better than the professor whether students are learning the material or having difficulty keeping up with assignments. By all means, share your knowledge with the professor, who can adjust the level of examinations and the pace of the course as necessary.

Your knowledge of how well students are mastering the material is also your indicator of what to do in the quiz section. Identify what needs to be covered and then choose an appropriate approach. Is the material suitable for lecture? A question-answer session? A discussion? Rather than repeating the professor's lecture, consider a new approach to the topic. Perhaps you need to break a large topic down into smaller units, or design a problem-solving session which encourages students to use the troublesome technique or confusing formula.

It is especially important if your chief quiz section responsibility is review for you to get feedback on whether you are covering what students feel they really need. The questions "What would you like to do today?" or "Do you have any questions on the reading or the lecture?" usually elicit very little response. You can expect greater response if you ask whether they would like you to review a certain topic.

It is impossible to review all the material from the lecture or the textbook in detail. You will have to choose between covering most of the material somewhat superficially or only representative parts in depth. Briefly reviewing all the important topics usually stimulates student questions. However, concentrating on particularly difficult aspects of the course that may not have received adequate time in the lecture will open up areas on which students would otherwise not have been able to formulate questions.

If you decide to cover lots of material briefly, be sure to let students know that they should investigate the same topics in more depth on their own. If you choose to cover only a few topics in depth, inform students which other topics of importance you won't have time for.

Maybe students are confused because they lack necessary background information which you can provide in a lecture or by showing a film. On the other hand, if the lectures are perfectly comprehensible, you can augment the lectures or explore an issue more deeply by using the discussion method described in the following pages.

PLANNING AND LEADING A DISCUSSION

If used purposefully, discussions can play a useful role in lecture courses as well as quiz sections. However, for many TAs (and some faculty), discussions just don't seem to go well. Leading a discussion is probably the most difficult type of teaching there is. In contrast to a lecture situation where you more or less have full control of the flow of events, as a discussion leader, you are more dependent on the group: its level of preparation, its enthusiasm, its willingness to participate. Fortunately, good planning can restore some measure of your control over the discussion's success.

Establish your goals

As a first step in planning a discussion, determine your goals based on an assessment of what material students already understand and the areas which need to be explored.

What do you want students to learn from this discussion? Do you want them to apply newly learned concepts, mull over new subject matter, learn to analyze arguments critically, or hear each other's points of view? These goals are not mutually exclusive, but they require different types of leadership on your part and responses on the part of your students.

Tell students what you expect the discussion to accomplish. It is best to give them an assignment that will provide them with a common body of knowledge and focus when they arrive for the discussion. Handouts of study questions which students might mull over or respond to in writing beforehand can be very helpful.

Many instructors write out notes to assist them in keeping the discussion on track, and they are willing to moderate and intervene. Others simply prefer to leave enough time for their

supplementary comments at the end of the discussion. In either case, a five minute summary highlighting the main points of the discussion is a good idea.

Asking questions

It is usually valuable to develop a questioning strategy for your discussion. One three-step strategy is:

• Ask informational questions to make sure that the students have grasped the basic data.

• Ask questions requiring students to explain relationships among the units of information and to form general concepts.

• Ask questions that require students to apply concepts and principles they have developed to new data and different situations.

You should start simply and gradually build up to more abstract and controversial questions. For example, suppose you are discussing Plato's *Republic*. You might begin by asking questions such as: What are the basic components of Plato's ideal state? What are the characteristics of a good ruler?

After establishing that students understand the material, you can begin to explore relationships with questions like: How does the allegory of the cave fit into the rest of the work? What are Plato's criticisms of Athenian society?

Finally, you can ask students to apply the material to their own lives: How would Plato criticize a contemporary American university?

Group dynamics

Since discussions depend upon students' willingness to talk to each other rather than to you, use discussion after you have created an atmosphere in which students feel secure in offering their opinions for public scrutiny. Encourage students to learn each other's names and to respond to each other's comments directly.

Remember, a lecture is a monologue; a question-answer session is a dialogue; a discussion is a community activity. Asking for "three reasons" makes students feel that you are fishing for pre-conceived answers and they will respond accordingly: "Well, I don't know if this is what you want, but..." Asking one question and getting an answer, then asking a second question of a second student and getting an answer is like playing verbal ping pong. Turn ping pong into volleyball; involve as many students as you can, and you will have a discussion.

How do you involve more students in discussion?

• Direct questions to the entire class rather than to one individual and be willing to wait longer for an answer.

• Leave sufficient wait time after asking a question before answering it yourself, repeating it, rephrasing it, and adding further information.

Wait at least 30 seconds before repeating or changing your question. This gives students time to think and shows that you care more about their learning than quick responses. Also, students detest silence. Sooner or later, especially if you begin looking expectantly at individuals, someone will become embarrassed, someone will crack and plunge into the silence.

• Don't stand at the front of the room to lead a discussion or you will inevitably end up with a dialogue.

If possible, sit so that you can form one link in a circle. This diminishes your role as professor and encourages students to look at each other rather than at you. If a circle is not possible, sit in the middle or in the back, or off to the side—anywhere that will suggest that you are no longer lecturing. After a comment has been made, ask another person to comment on it rather than commenting on it yourself.

• If the class is large, divide it into smaller groups, each dealing with the same or separate questions or problems.

Float from group to group, giving guidance and answering questions when needed or, if you like, remaining neutral. At the end of the class period, reassemble the class and have the small groups report to each other.

PLANNING AND RUNNING A LABORATORY

Labs are offered in conjunction with large lecture courses so that students may acquire technical skills and apply concepts and theories presented in lecture. This hands-on experience encourages students to develop a spirit of inquiry and allows them to live for a quarter as practicing botanists and geologists. It may sound trite, but you really do have an opportunity to help students develop some appreciation of the mysterious scientific method.

You needn't overwhelm them with Thomas Kuhn's theory of scientific revolutions on the first day of class, of course. In fact, to realize your full potential as a laboratory instructor you'll have to recover some of the neophyte's enthusiasm for mastering fundamental principles and techniques of the discipline. Think of yourself as wearing bifocals so that you can examine a problem from the professional's and the student's points of view simultaneously.

Safety procedures

Safety takes on special importance when you are directly responsible for the health and well being of 25 or 30 laboratory students. Window-shattering explosions are rare, but it is not uncommon for students to break beakers of acid, cut themselves while inserting glass tubing into rubber stoppers, or ignite a stack of lab notes with a bunsen burner.

If your department's orientation does not cover safety procedures, the professor or lab coordinator in charge of the course will probably take responsibility for describing adepartmental policies. You might also consider taking the lab safety seminars offered autumn quarter by the Department of Environmental Health and Safety (543-7262).

During the first few weeks of the quarter you should demonstrate to students the proper techniques for decanting and mixing liquids, handling glassware, organizing a work area, and using burners and other equipment—all of the precaution-

ary measures you now perform almost unconsciously; your students, however, don't have your experience and will therefore appreciate your concern and advice.

Planning and preparation

The best way to prepare for labs is to conduct the experiment yourself with the students' lab manual in hand. You'll discover whether directions are clear and whether students have the skills necessary to complete the experiment. You'll know exactly how many beakers, burners, pipettes, and petri dishes to reserve. Jot down notes as you proceed so that you can tell students how long the experiment will take, clarify confusing passages, and demonstrate new or difficult procedures. If you know in advance what to expect, what problems students are likely to encounter and what questions they will ask, you will be able to make much better use of your time in the lab itself.

Student preparation

Those who have only a hazy recollection of Wednesday's lecture will follow directions mindlessly, but those who have reviewed lecture notes and the lab manual will have some understanding of the experiment's importance. Devise some means to ensure that students are familiar with the lab before they come to class. Some instructors feel that grades on lab reports are incentive enough, while others require students to submit a statement of purposes and procedures or an explanation of why and how the experiment is relevant to the course. Students who have no understanding of why the experiment is important will derive as much knowledge from conducting the experiment as they would from sticking a quarter in the coffee machine.

Supervising the experiment

At the beginning of the lab, review the purposes and procedures of the experiment. You might deliver a brief but inspiring lecture on how the experiment relates to current developments in the discipline, or you might discuss the students' statements of objectives. Ask for questions, clarify any ambiguities in the lab manual, and demonstrate special procedures now rather than interrupt the experiment later.

If both you and your students are well prepared, you will be free to perform your most important role, that of guiding the students' development. Try to talk with each student at least once during the experiment. Technical and procedural matters can be handled quickly in a few words of advice or a very brief demonstration, but your primary role is to help students master the steps of scientific inquiry—recognizing and stating a problem so that it can be explored, data collected, a hypothesis formed and tested, and a conclusion drawn.

Helping students master each step is not an easy task. You can tell students to "hold the stopper between your index and middle fingers while you're pouring," but telling them to "think better" or "remember what Professor Hearnshaw said about that yesterday" will not be very effective. There are a variety of ways to help students solve problems for themselves. Perhaps a scaled down version of the discussion technique described above tailored to the student and the experiment would work. Perhaps you'll take the opposite approach and make yourself available to answer rather than ask questions.

However you approach this part of your task, refrain from giving outright answers or advice. If lab partners ask "Why can't we get this to come out right?" try asking a series of questions which leads them to discover the reasons for themselves rather than simply explaining why the experiment failed. Of course sometimes the reason will be relatively simple ("You used hydrochloric instead of nitric acid."), but just as often the reason will be more substantial—a matter of timing, sequence, proportion, or interpretation. Perhaps the student has the necessary data but has overlooked an important step in analyzing the results or is unable to synthesize a solution.

It's very tempting to help students by saying, "Aha, I see where you went wrong," but unless you resist the temptation, they are likely to falter at the same stage in the next experiment. Students may become frustrated if they can't get a straight answer out of you, but they will also learn more.

Evaluating students' performance in labs

Much of the general advice in the EVALUATING STUDENT PERFORMANCE section applies to labs as well as to lectures and quiz sections; your methods of measuring student achievement should match your criteria and the course objectives. However, the peculiar nature of labs makes it difficult to judge whether students have "acquired valuable experience" or "explored important topics." Written lab reports will probably be your only source of concrete information about students' progress. If you talk with every student during every experiment, you will have a reasonably accurate idea of how students are progressing, but it is difficult to include your reasonably accurate idea in an objective evaluation. A student who gets the "wrong" result might have learned just as much as the student who gets the "right" result without knowing why.

If the faculty member in charge of the course gives you a choice in the matter, decide how you will evaluate students' performance during the quarter. Attendance will count, of course, but you should also decide whether you will require written statements of purposes and procedures before every lab, and grade on progress during the quarter or only on the final result as it appears in the lab reports.

Explain your policy so that students will know what to expect; some will be more willing to experiment, explore, and inquire if they know you will not penalize them for an incorrect answer—assuming, of course, that you also require them to include in the lab report a reasonable explanation for the incorrect result. As for the lab report itself, check with the professor teaching the course; each department uses a slightly different format, and each professor emphasizes different elements in grading reports.

TAs in the life sciences can get further information on conducting lab sections in the *Reference Manual for Teaching Assistants in Life Science Laboratories* (Trombulak, 1985), available from CIDR.

TEACHING A FOREIGN LANGUAGE

Goals

Whatever your foreign language program has chosen as its goals, it is important that these goals are shared with the

students so they can understand their responsibilities and your expectations. In some departments you may be responsible for developing all your quizzes and exams; in others, some or all of these may be provided for you. In any case, testing should coincide with the curriculum aims and goals of the program, and not dominate completely the students' or your experience in the course.

Introducing a Foreign Culture

Learning a foreign language has more meaning for students when it becomes, in addition to the memorization of morphological paradigms, a process of learning the history and conventions of a foreign culture. You will find that most students *are* interested in the daily life and habits of the people who use the language they are learning, and that some of the best exercises and discussions center on aspects of life in the country (countries) in question and other students' or your personal experiences.

First-year TAs should be careful not to unwittingly present an overly personalized, sentimental or threatening treatment of the target culture. Despite your own background, travel experiences or dissertation plans, try not to present this new way of looking at and being in the world as the only acceptable system or students will respond with apathy or rejection. Instead develop an appreciation for the variety that exists by contrasting cultural alternatives and encouraging your students to recognize these alternatives.

Practice, not just theory

When introducing aspects of phonology, syntax and morphology, keep in mind that most students are overwhelmed by overly technical and metalinguistic explanations. It may be that you learn best by memorizing paradigms or investigating historical developments, but most students learn languages by *doing*. As a rule of thumb, a knowledge of the spoken language can more readily be utilized in improving reading and writing skills than vice versa, so emphasize oral proficiency. The best method is always exposure and practice; the best tool you have is patience.

Breaking the English habit

As soon as possible, start using only the target language in the classroom. Discourage the habit of relying on English, especially when students need to ask questions. Introduce at the very beginning the sorts of questions students will need most often, so they will never get into the English habit.

As a form of relaxation, you may want to allow certain discussions to spill over into English if you perceive that students are truly interested and engaged but are frustrated by their limited ability in the foreign language. When students really come alive on some contemporary issue, allow them to pursue the subject freely, and use the next class period to summarize the discussion in the target language. In this way the students will come to perceive the foreign language as a real learning experience and not just a memorization grind.

Encourage discussion

Although there will be times, especially during textbook drills or chapter reviews, when grammatical precision and correct pronunciation will be paramount, leave time for "free" classroom discussion in which intelligibility and not correctness is the only criterion. Encourage students to talk as much as possible by not interrupting, correcting, or dominating the discussion. At the end of the discussion, you may wish to point out and explain common errors.

Use your office hours for individual help

Arrange for students to meet with you during your office hours for individual assistance and concentration on pronunciation or other specific problems. You might ask the student to prepare a passage for oral recitation to check pronunciation and then use the content as a basis for discussion, checking grammar and usage. Some students find this one-to-one situation less stressful than speaking in front of a group. It will also enable you to concentrate even more closely on their strengths and weaknesses.

Using writing

Even though you will probably be stressing conversational skills, do not neglect writing assignments as an important part of teaching a foreign language. They can serve a dual function. Some of the better examples can be presented to the class and serve as a basis for discussion. It is not a bad idea to have students correct each other's work in groups or pairs rather than always having to assume this role yourself. However, take care that the same "bright lights" do not dominate.

RESPONDING TO STUDENT WRITING

Writing is a tool for communication, and it is reasonable for you to expect coherent, lucid prose from your students. However, writing is also a mode of learning and a way for students to discover what they think about a subject, and you should be willing to participate in this learning and discovery process as well as grade the product.

Process, not just product

More and more, instructors are involving themselves in students' writing (and learning) process rather than simply "correcting" the final product by having them submit first drafts which are given *constructive criticism* on content, organization and presentation. One-to-one conferences after the student has read the critique and perhaps begun a second draft are invaluable. The second draft is graded and usually demonstrates improvement on all fronts, especially in the depth of analysis and support for an argument so often found lacking in one-draft student papers.

Peer feedback groups

Also gaining in popularity with both students and instructors are peer feedback groups in which students read each other their first drafts for critique. These groups work best when a protocol is observed: generally each student reads the draft twice. The first time through group members listen only; on the second reading they write comments on their xeroxed copy and/or fill out a form designed to address problems specific to the assignment. Then one at a time, the group members offer their comments and suggestions to the writer. One advantage to the peer feedback method is that you, the instructor, are

not the only audience for the students' writing. They hear suggestions for improving their drafts from others prior to your reading of the papers.

Grading and Commenting

It is important to emphasize with students that all writing involves revising, but sooner or later, you will have to grade a "final" product. There is nothing more disturbing to a student who has spent weeks writing a cogent and incisive paper than to have it returned with a single remark on the last page: "Good job. A-" or with no comment at all. When grading essays, write comments judiciously and legibly. Do not obliterate the text—use the back or attach a separate sheet. Try to say enough so that the student knows *what* was "good" or what it is that you are questioning with that two-inch question mark in the margin. Try to say enough so that the student learns something about his or her writing and thinking processes that will help him or her do better next time.

Establish criteria

If you find that you are saying similar things to many of your students about their papers, prepare a handout on whatever the students are having trouble with—how to write a summary or how to develop an argument. More importantly, let students know your criteria for grading papers ahead of time—what you expect and grade on in general, what you are especially looking for, and what problems you anticipate in a particular assignment. Many instructors establish a five or six-point scale, prioritizing, their concerns with such elements as focus, organization, support/elaboration, grammar and mechanics. This explanation of your criteria will save you a lot of work later when you are grading, not to mention hours of justifying "unfair" or "arbitrary" grades to disgruntled students.

Maintain consistency

Reading fifty papers or 200 essay exams presents special problems, especially when all fifty or 200 are responses to the same topic or question. How do you maintain consistency? You are more likely to be thorough with the first few papers you read than with the rest and less likely to be careful with the comments when you are tired. To avoid such problems, read five or six papers before you start grading to get an idea of the range of quality (some instructors rank-order all the papers before they assign grades), and stop grading when you get tired, irritable, or bored. When you start again, read over the last couple of papers you graded to make sure you were fair. Some instructors select "range finder" papers—middle range A, B, C and D papers—to which they refer for comparison.

Set priorities and time limits

Depending upon the number of students you have, you may spend anywhere from five to twenty minutes on a three to four page paper. Try to select only the most insightful passages for praise and only the most shallow responses or repeated errors for comment; in other words, don't turn a neatly typed paper into a case of the measles. Avoid the tendency of new TAs to edit the paper for the student. Remember, also, that if you comment on and correct everything, the student loses a sense of where priorities lie. Do not give the impression that semicolons are as important to writing and to a grade as, say, adequate support for an argument.

If you feel that a good deal of inconsistency in grading writing exists among quiz section TAs with whom you work, arrange a meeting with the professor to collectively grade an A, B and C paper or essay exam, so that all of you can apply the same standards. And then share these standards with your students.

USING VISUAL AIDS

As a TA at the U of W, you have access to a large array of instructional media. Section IV contains a description of materials available at INSTRUCTIONAL MEDIA SERVICES (IMS) located in the basement of Kane Hall. The following describes how visual aids may be used.

Visual aids can serve a number of functions in teaching. They can transmit factual information, supplement other materials presented in class, and allow students to observe phenomena that would otherwise be inaccessible. The uses of visual aids are almost unlimited when a defined instructional goal is combined with imagination.

Films (and other recorded media such as video tapes, audiotapes)

Arrange with IMS (543-9006) to preview the film before you show it in class. This will allow you to determine whether the film augments material you are covering, coincides with your instructional objectives, and illustrates the concepts you are interested in. When you preview, take notes. From these, generate study questions to guide students as they watch the film and to discuss or answer in writing after the film.

Slides. Presentations of any kind can usually employ slides to increase interest and provide variety. Whether you are describing ancient sculpture or protective coloration in caterpillars, visual representation will generally save you many words and student time and provide a better description of the phenomenon. Slides function well in a lecture format and in labs and discussions when used skillfully.

The following are general tips for making and using slides:

a) *Provide variety.* Intersperse slides of graphs and tables with photographs of the organism, the building, or the place you are describing.

b) *Show for a short time.*. One slide should not provide the focal point for 10 minutes. About 10 seconds is the average exposure time, shorter or longer depending on complexity and reference necessity.

c) *Use graphs and diagrams instead of tables.* Graphs are easier to read and have greater impact than tables when you are discussing relationships or results. Take time to define variables and explain format. Explain what the axis or columns represent. If showing relationships between one graph and another, keep the axis the same so there is an easy transfer of information. The same rules apply for tables.

d) *Provide idea slides/summary slides.* These will maintain organization and refocus student attention on the goal of your presentation. Keep each slide simple. Viewing time is short so only one major idea should be presented at a time.

e) *Try to use horizontal rather than vertical slides.* These are usually easier for students to see and are less likely to go off the edge of the screen.

f) *Once a slide has been used and you are moving on to another point or subject, change the slide.* Slides that are unrelated to your discussion are distracting. Use blanks (blackouts) if you do not have an appropriate slide.

g) *Use an electric pointer* whenever possible to emphasize details of interest on the slide. Both your arm and a manual pointer will be lost in the projected image. Besides, students may find it disconcerting to see a gorilla's face emblazened in technicolor across your own, and you may be left wondering at their chuckles.

h) *If you must refer to the same slide twice at different times, have two of them to avoid going backwards.*

It is important to identify what you want students to learn from your visual aids. A factor often overlooked is note-taking. If students will be responsible for film or slide content, lighting and timing need to be considered or some review of the content will be necessary.

The Blackboard. You may have heard the story about a professor who wrote equations on the blackboard with his right hand while erasing them with his left, never once turning to look at his students.

The blackboard is the most common and readily available visual aid you will have as a TA and there are skills associated with using it. One general point to remember is that students taking notes tend to write down exactly what you do. Thus, it is a good idea for you to outline your material carefully and write it down; an outline to one side of the board will help orient everyone to your topic. The following are some tips on board use.

a) *Start with a clean board.* Boardwork from the previous class is distracting.

b) *Be organized.* Before using the board, determine the major elements of your presentation. Consider how you could place them on the board for logical *visual* as well as verbal presentation. Keep diagrams near their written description and label carefully. When solving equations, show each step in a logical sequence and circle major steps and answers.

c) *Be neat.* Print if at all possible—medium size, not too large to avoid using too much space, not too small so students can't read it.

d) *Avoid talking to the board.* After you write on the board, turn to face your students before speaking. A good pattern to develop is to state the topic first, turn and write the topic name on the board, then turn back to the students and discuss the topic. When appropriate, add key points under the topic name.

e) *Avoid blocking the board.* Once you have finished writing, stand to one side to minimize visual blocking.

At the end of your class, take a moment to stand in the back of the classroom and examine the board. Can you reconstruct your lecture from what is written? Could students read your writing? Are diagrams labeled? If so, you are developing good boardwork skills.

The Overhead Projector is a very useful lecture tool. Its functions are similar to those of the blackboard. One of the major advantages is that while using the overhead, you continue to face your audience. More students can view the overhead as well. However, it is unlikely that an entire lecture will be visible to the students at the end of a class; if it is, you probably said very little or failed to write enough down. Some hints on use of the overhead:

a) *Face the students.* The only time you should look at the screen is to check for focusing, visibility, and placement of materials.

b) *Prepare transparencies of complex diagrams ahead of time.* You may even use several transparencies to overlay one another. Using paper to block out portions of transparency is distracting; instead, use several prepared transparencies with less material on each.

c) *Project silhouettes* of animals, plants, or objects when shape is important. Use different color pens to augment transparencies if appropriate.

d) *Leave material you have placed on the overhead in view until students have had a chance to examine it.* Prepared overheads should be carefully worked through before removing. Written notes should only be rolled forward sections at a time, the top third containing material you have just presented.

e) *Move away from the overhead* whenever possible but avoid blocking the light.

f) *Use Vis-a-Vis overhead projector pens* obtainable from your department secretary or the University Bookstore, and of course, write legibly and large enough to be seen in the back of the room.

EVALUATING STUDENT PERFORMANCE

Determine and explain criteria

Most TAs have some responsibility for grading student performance (weekly quizzes or essays, mid-term or final examinations, lab reports or term papers) and those with considerable autonomy often assign final quarterly grades as well. It is important, then, that you develop a sense of academic standards as quickly as possible, explain them clearly at the beginning of the course, and apply them consistently throughout the quarter. However, as you know from your own experience as a student, grading practices vary considerably from one instructor to the next.

It will probably take a quarter for you to strike a comfortable balance between the "I'm tough—learn because you respect me" and the "I'm compassionate—learn because you love me" extremes of motivating students. Regardless of the approach you take, students will not respect you or your standards unless you also provide them with a means of meeting your expectations.

Students are very sensitive to grades and the criteria on which they are based: "Will this be on the test? How much does the quiz count toward the final grade? Do you consider attendance and participation?" Grading is a thankless job but somebody has to do it, and you may as well be prepared to answer such questions on the first day of class; that means, of course, that you must have answered them for yourself well in advance.

This is particularly important if you are one of several TAs assigned to a large lecture class. Some professors let one TA grade the first set of examinations, the second TA the second set, and so on to ensure consistent standards. If the professor divides a stack of essays or tests among several of you, plan to meet with the other TAs for a trial run to ensure reliability and to decide what constitutes an A, what is a "close" answer, whether you will permit make-up examinations or take late papers, and whether you will permit students to take more than the time allotted. The latter concerns may seem trivial to you, but variation among TAs in applying standards is noticeable to students and you will only have to spend time later justifying your grades.

Keep records

Keep accurate records of your evaluation of each students' performance throughout the quarter. You should also keep your records around for awhile since students may come back later to question a grade, finish an incomplete, ask you to write a recommendation, or file a grievance. Such records will help you justify and/or reevaluate a student's final grade if necessary.

Constructing Tests

Depending upon the policy adopted in your department, you might have responsibility for writing as well as grading examinations. In some departments you will be asked to serve as proctor for a standardized test written by the professor in charge of the course. In other departments you simply will be reminded to give a mid-term before the sixth week of classes.

• What do you want to evaluate?

Most TAs have taken more tests than they care to remember and approach the task of writing one with unusual zeal. Before you design a labyrinth to see what stuff your students are made of, *consider your reasons for designing a test* in the first place. Will this quiz monitor their progress so that you can adjust the pace of the course? Will this final provide the quantitative data you need to stick a number next to a name at the end of the quarter? Will this mid-term challenge students to apply concepts learned so far?

With your immediate purpose clearly in mind you can begin designing the test itself, matching the exam with the course objectives, subject matter, time allotted, and size of the class. The first step, of course, is to *think carefully about the goals* which you (or the professor teaching the course) have set for students. Should students have mastered basic terminology and working principles? Should they have developed a broad understanding of the subject? Should they be able to use the principles and concepts taught in the course to solve problems in the field? The next question is how can you best evaluate the extent to which students have achieved those goals. Perhaps, a certain type of test will suggest itself immediately (multiple choice, matching, fill in the blanks, short answer, problem solving, essay), but you can certainly include several kinds of items on the same examination, using matching questions, for instance, to test recall of basic facts and short answer questions for comprehension of working principles and so on. If you know what you want to assess and why, then writing the actual questions will be much less frustrating.

• Choosing the type of test

Though it is possible to design multiple choice and matching examinations which test students' ability to analyze and evaluate material, objective examinations are more often used to test recall and comprehension—perhaps because *good* multiple choice items are difficult to write. However, reading two hundred essay exams might be impractical, particularly when objective exams can be machine scored in a fraction of the time. The Educational Assessment Center in Schmitz Hall (543-1170) will not only score exams but also produce alphabetized score rosters, frequency distributions, item analyses, and any number of other services. None of the services is free; all must be paid for by your department or by students through purchase of answer sheets at the University Bookstore. Check with your department concerning its policy, and before you write an exam, with the Educational Assessment Center for assistance in writing test items. The Center for Instructional Development and Research also offers a workshop on constructing tests.

• Multiple choice

Since the practical arguments for giving objective exams are compelling, we offer a few suggestions for writing multiple choice items. *The first one is to avoid it if you can.* Many textbooks are accompanied by teachers' manuals containing collections of items, and your professor or earlier teachers of the same courses may be willing to share items with you. In either case, however, the general rule is adapt rather than adopt. An existing item will rarely fit your specific needs, and entire examinations (with instructors' corrections and comments) are often passed from one generation of students to the next.

Second, design multiple choice items so that students who know the subject or material adequately are more likely to choose the correct alternative and students with less adequate knowledge are more likely to choose a wrong alternative. That sounds simple enough, but you want to avoid writing items which lead students to choose the right answer for the wrong reasons. For instance, avoid making the correct alternative the longest or most qualified one, or the only one that is grammatically appropriate to the stem. Even a careless shift in tense or verb-subject agreement can often suggest the correct answer.

Finally, it is very easy to disregard the above advice and slip into writing items which require only rote recall but are nonetheless difficult because they are taken from obscure passages (footnotes, for instance). Some items requiring only recall might be appropriate, but try to design most of the items to tap students' understanding of the subject.

- **Essay and short answer**

Conventional wisdom accurately portrays short answer and essay examinations as the easiest to write and the most difficult to grade, particularly if they are graded well. However, essay items are also considered the most effective means of assessing students' mastery of a subject. If it is crucial that students understand a particular concept, you can force them to respond to a single question, but you might consider asking them to write on one or two of several options. TAs generally expect a great deal from students, but remember that their mastery of a subject depends as much on prior preparation and experience as it does on diligence and intelligence; even at the end of the quarter some students will be struggling to understand the material. Design your questions accordingly so that all students can answer at their own levels. It's difficult to create examples out of context, but we'll offer this one anyway:

"Write a brief historical sketch, noting specific names, dates, and important events, of the discovery of DNA (or the English Romantic movement, or the Civil War, or Darwin's theory of evolution), and then explain what influence this has had on genetics (or contemporary poetry, or democracy in America, or anthropology)."

Such a question will allow you to test recall of factual information and thus give credit to the student who can tell you Darwin's first name, where he was born, and when the *Origin of Species* was published but confuses "survival of the fittest" with "might makes right." Your brightest students, meanwhile, will scribble down the pertinent facts and spend most of their time examining the epistemological foundations of Darwin's theory and its subsequent influence on contemporary genetics and anthropological methodology. As a specialist in the field, of course, you will be able to respond accordingly.

For assistance or additional information on test construction, consult the staff of the Educational Assessment Center, the Center for Instructional Development and Research, or browse through the educational psychology section of the library. N.E. Gronlund's *Constructing Achievement Tests* (second edition, 1977) is a brief but lucid introduction to testing.

The University grading system

Instructors may use a variety of grades during the quarter, from stars to letters and numbers, but all use the University's four-point decimal system to assign final course grades.

All grades below 0.7 are failing and are recorded as 0.0 on a student's official record. During your department's orientation you will probably be informed of the average grade given in the department as a whole and in the particular course you will be teaching. The norms are guides, not mandates, but many teaching assistants find them useful during the first year. The scale and the letter equivalents, as they have been redefined in the spring of 1981 by the Faculty Senate, are as follows:

4.0	A	2.4	C+
3.9		2.3	
3.8		2.2	
3.7	A−	2.1	C
3.6		2.0	
3.5		1.9	
3.4		1.8	C−
3.3	B+	1.7	
3.2		1.6	
3.1		1.5	
3.0	B	1.4	D+
2.9		1.3	
2.8		1.2	
2.7	B−	1.1	D
2.6		1.0	
2.5		0.9	
		0.8	D−
		0.7	(lowest possible passing grade)

- Students may elect to enroll in a course on a satisfactory/not satisfactory basis. In such cases the Registrar's office will convert grades of 2.0 and above to "S" and grades below 2.0 to "NS." Credit/No credit classes award CR if the student should receive credit for the course. Students enrolled in sequential courses (101-102, etc.) receive an N (in progress) for satisfactory completion of the first half and a regular decimal grade for all accumulated units upon completion of the entire sequence.

- Incompletes may be given to students who have done satisfactory work but, for some justifiable reason, are unable to complete the course. Your department probably has its own policy regarding incompletes, and from our own experience we can say that an incomplete is its own punishment. However, *incompletes are to be given only to those students who have been attending regularly and have done satisfactory work to within two weeks of the end of the quarter and furnish proof satisfactory to you that they are unable to complete the course because of illness or circumstances beyond their control.* In addition to the official University policy above, many departments require their instructors to submit a written statement explaining the reasons for the incomplete and listing the specific work to be made up. If you explain your policy on giving incompletes at the beginning of the quarter, students will not be tempted to ask for an incomplete as an easy way out and you will not be inundated with term papers and final exams the following quarter.

Instead of simply assigning an incomplete grade, you may assign both an "I" and a default numeric grade if the student has a passing final grade. In this way if no additional work is completed by the student, the "I" will convert to your default grade rather than a 0.0.

SECTION III

ADVISING STUDENTS

You are hired as a Teaching Assistant, not as an adviser, counselor, or psychologist. Nonetheless, students will ask your advice about other classes or instructors in your department, whether to drop chemistry instead of English, or whether to major in drama instead of business. Occasionally, you will become involved in a student's personal life. For all of those reasons you should know something about your students, basic University regulations, and where to send students for advice that you are not able or qualified to give.

UNIVERSITY UNDERGRADUATES

All of the usual college-catalogue cliches apply to the University of Washington: "largest major school in the area" (27,000 undergraduates); "serving the needs of students as well as the nation" (UW receives more federal grant money than most schools in the country); "attracting students from all over the world" (about 1,550 international students are currently enrolled, more than half in graduate programs). However, the implications are more interesting than the statements themselves.

Although the UW is the largest school within a 1500 mile radius, nearly 75% of the school's 27,000 undergraduates come from within the state. In fact, a large number of them commute from home to fill up the Montlake parking lot every morning. Nearly 40% of the new students admitted each year are transfer students, many from the several private colleges and half dozen community colleges in the Seattle area. With increasing frequency, students are returning to school after family obligations or careers, so some of them will be older than you.

The University also maintains its Educational Opportunity Program (EOP) whereby disadvantaged students are admitted provisionally, contingent upon their removing grade or course deficiencies during the first one or two years. EOP Students must satisfy all departmental and University requirements to graduate.

EOP students come from diverse backgrounds but have one thing in common: each is assigned to a counselor who works closely with instructors and support services to monitor the student's progress, particularly during the first year. If you teach required or recommended EOP classes, you will be introduced to the program in some detail during your department's fall orientation. If EOP students take your course, you may receive a phone call or letter from the counselor around midquarter asking for a progress report. You can also arrange to meet with counselors in person; most will be more than willing to spend fifteen or twenty minutes with you, especially if you call in advance (543-6598).

TA/STUDENT RELATIONS

Effective teaching depends upon a healthy relationship between instructor and students, but some first-year Teaching Assistants may have trouble defining *healthy relationship*.

After all, some of you are only three or four years older than most of your students, and you probably introduced yourself on the first day as Margaret or Marvin rather than Ms. or Mr.

Most TAs want to be respected as well as liked by their students. Some freshmen do not know what a "TA" is and will assume that you are a young and therefore brilliant professor. Others are aware of your amphibious existence and will think of you as a relatively old student or "just a TA" until you prove otherwise. It might be tempting, especially if you lack confidence, to pander to the second group under the assumption that students will respect you for being honest. It may take you a while to find a comfortable compromise between the hard-nosed professor and the sympathetic teacher, but don't compromise yourself by becoming "just a TA."

We cannot make the choice for you,of course, but we can offer some suggestions for establishing a basis of communication.

Treat students with respect.

Most students are serious about college and *will* assume responsibility for coming to class, turning in assignments, reading assigned material, and taking exams. Offer students a challenge, but be receptive to real problems and offer them trust rather than automatic skepticism when difficulties arise. It's possible to be flexible without being a piece of seaweed awash in the tides.

Explain course requirements and grading procedures at the beginning of the quarter and again at midterm.

We can not stress enough the importance of making your criteria for evaluation as clear as possible. Students will be more satisfied with the system and less inclined to argue if requirements and standards are explained before instead of after the midterm or the final exam.

Encourage students to treat you and each other with respect.

Students who disrupt class by repeatedly coming in late, talking to other students, or arguing with you are wasting class time. The first step in dealing with such students is using positive reinforcement for behavior you wish to encourage and withholding reinforcement from behavior you wish to extinguish. Offer to answer an irrelevant question or to continue a heated discussion during your office hours. Don't acknowledge flippant remarks, and don't try to lecture over students who are talking among themselves. If you just look quietly at the babblers, the rest of the class will exert enough peer pressure to silence them.

How do I deal with the problem student?

If none of these body language and interpersonal communication devices works, choose your next step carefully. Do not act out of the anger of the moment. Decide whether it would be more effective to confront the student in class, either directly or indirectly, with a single well-chosen remark ("I'm sorry, but I couldn't hear the question because other people are talking.") or to discuss the problem openly with the student during office hours. Consult departmental policy and try these other avenues first before you ask a student to leave the classroom. Whatever your approach, deal with the problem *before* it grows out of proportion.

How do I deal with the student with problems?

If you've established a "healthy relationship" bordering on friendship, eventually students may discuss personal concerns with you: they're doing poorly in school because of marital problems, or they're 1,000 miles from home, friendless and failing their first quarter at the UW. Perhaps the student only wants to talk to someone, anyone, and you happen to be convenient. On the other hand, the student may flat out ask for your advice.

In either case you have several responsibilities. First, honor the trust the student has placed in you by baring his or her soul; treat the problem seriously and confidentially. Second, respond professionally, but do not give a student the impression that a few reassuring words from a graduate student represent an adequate solution to the problem or that you have professional training for dealing with certain problems when you do not. Third, you can reassure students that professional help *is* available on campus (Counseling Center, Ombudsman, Hall Health) and that they needn't be embarrassed to ask.

ACADEMIC ADVISING

Since students must meet specific departmental demands as well as more general University requirements, it's very difficult for Teaching Assistants to offer sound advice on academic policies. However, the University's *General Catalog* and, for students enrolled in the College of Arts and Sciences, the *Bachelor's Degree Planbook* (available in B-10 Padelford) should provide answers to the most common questions or problems you are likely to confront.

Adding and dropping classes

During the first week of a quarter students can drop or add classes without penalty, and many will shop around, reviewing a syllabus or listening to a lecture before they settle in for the quarter. Since most undergraduate adds and drops are handled through Sections in Hutchinson Hall, you need do nothing except record the losses and acquisitions as you are notified of them; in fact, most of you will have no other way of knowing whether students have added or dropped your class. Therefore, do not tell students that you have room for one more in the course, and do not sign add cards or overload cards unless you have received official notification from your department office or from Sections.

Students may drop any number of courses during the first four weeks of the quarter; thereafter, they are entitled to a limited number of uncontested drops depending on the number of credits they have earned at the University. Once students are officially enrolled in a course, they must also officially withdraw or receive a failing grade. Students may withdraw from the University by dropping all classes any time through the last day of instruction. In both cases, a grade of W will be assigned by the Registrar's Office to students who withdraw.

Academic dishonesty

Policies governing student conduct and misconduct are set forth in Volume III of the *University Handbook*. Alas, however, some students cheat on exams, others borrow a friend's term paper, and still others plagiarize with wild abandon.

What should I do about cheating and plagiarism?

Although you need not give credit for work which is the product of cheating, plagiarism, or other academic misconduct, University policy prohibits you from taking punitive action by, for example, failing a student or arbitrarily lowering a course grade. Some students do not know what plagiarism is, and others pretend not to know, but all must be given the benefit of the doubt unless you can produce evidence to confirm your suspicions.

In most cases, a frank but reasonable discussion with the student will suffice, and then the two of you can work out an equitable solution. If the incident occurs early in the quarter, you might offer to let the student make up the exam or write another paper. If it occurs on the final exam or paper, you have the option of simply not averaging the plagiarized work into the final grade or giving the student an Incomplete.

If the two of you cannot work out an equitable solution, you must take the case, in writing and supported with whatever evidence you have, to the professor, your chairperson, and, finally, to the appropriate Dean, who will refer the matter to a standing or ad hoc disciplinary committee. If it comes to that, both you and the student are bound by procedures and time table described in the *Handbook*, including the statement that an incomplete shall be given until the committee has completed its investigation.

Central Advising Office

For answers to specific questions about registration, administrative details, program planning and graduation requirements, refer students to the academic advisers located in all colleges and departments, or to the appropriate Central Advising Office:

Architecture	208 Gould	543-4180
Arts and Sciences (and most pre-majors)	B-10 Padelford	3-2250
Business Administration	137 Mackenzie	3-4350
Education	211 Miller	3-1820
Educational Opportunity Program (Office of Minority Affairs)	392 Schmitz	3-6598
Engineering	353 Loew	3-1770
Fisheries	204 Fisheries	3-4270
Forest Resources	116 Anderson	3-7081
Nursing	T-303 HSB	3-8735
Oceanography	108 Ocean Teaching Building	3-5039
Pharmacy	T-329 HSB	3-2453

EOP Instructional Center (543-4240)

The EOP Instructional Center, located at 1307 NE 40th St., is administered by the Office of Minority Affairs to help EOP students improve their command of basic reading, writing, mathematics, physics and chemistry. The center's instructors also tutor individual students and conduct workshops ranging from a few days to several weeks in study techniques and vocabulary. In addition, the center offers adjunct courses which directly support courses on campus.

RESOURCES AND SUPPORT SERVICES

We cannot possibly describe all of the services available, usually free of charge, to students with specific needs and problems. If the service you or your students want is not mentioned below or listed in the University Directory, call the Office of Student Affairs (543-9958), the Associated Students of the University of Washington (543-1780), or the Graduate and Professional Student Senate (543-8756). As a Teaching Assistant you should be familiar with the services listed below; as a student you might be interested in the more complete descriptions in the *Campus Guide to Student Services* available in the Office of Student Affairs or the GPSS *Guide to Graduate and Professional Student Life* available in 300 HUB.

Financial Assistance

The Office of Student Financial Aid (105 Schmitz, 543-6101) makes short-term emergency loans and has information on numerous grants, loans, and scholarships available to undergraduates. Advise students to see a counselor as soon as possible if they plan on applying for financial aid; application deadlines for fall quarter are usually March 1st.

There are no special programs for graduate students, though the Graduate School does maintain extensive listings of grants and fellowships for graduate work and dissertation research.

Counseling

The Counseling Center (401 Schmitz, 543-1240) offers individual counseling sessions on academic problems (i.e., test anxiety), vocational matters (identifying career goals or matching abilities with interests) and personal concerns (relationship problems, assertiveness training). Fees for individual counseling are $6 per session; group fees range from $15 to $31; no fee for an intake interview. The Center also has a computer-assisted career planning program available to students at no cost and an occupational library open to any enrolled student.

Career Services

The Placement Center (301 Loew Hall, 543-0535) assists students with career planning and job search through a variety of workshops, seminars and individual counseling. On-campus interviews for employment in business, industry, education and the social services are coordinated through the Placement Center. A file service for students seeking graduate school admission and educational employment is available. Orientations which explain the Center's services and how to make the best use of them are offered throughout each quarter. Excepting the file services and mailed job listings, most Placement Center services are free to registered University of Washington students.

Employment Opportunities

Both the Student Employment Office and the College Work-Study Program (184 Schmitz, 543-1840) are run by the financial aid office. The Student Employment Office lists off-campus jobs with private parties (from general labor to office help) as well as City, State and Federal agencies, and maintains an extensive listing of all on-campus jobs. The Work-Study Program offers part-time employment to eligible students according to their financial need and academic standing.

Health Services

Hall Health Center (545-1011) near the HUB maintains an emergency room, an outpatient clinic, a women's clinic, and a psychiatric clinic. Most of the Health Center's services are free to enrolled students.

Despite its name and proximity to campus, the University Hospital does *not* offer special services or reduced rates to students. Students are advised to carry the student medical insurance plan to cover the cost of hospitalization or treatment beyond what Hall Health can offer.

Legal Services

Legal Aid (31 Patterson Hall, 543-6486) can offer legal advice, refer students to appropriate offices, and, if the case warrants, file suit on their behalf. Since Legal Aid handles only certain cases (such as divorces, landlord-tenant disputes, car accidents, creditor/debtor problems, and small claims court advice), call to see if a free initial interview can be arranged. Continuing services are offered at a minimal charge.

Childcare Program

The Childcare Program provides eligible student-parents with direct financial assistance to purchase services at licensed childcare facilities in the Seattle/King County area. Applications and information are avaailable in the Office of Student Financial Aid (Room 184 Schmitz Hall, 545-1985) or the Childcare Office (Room 466 Schmitz Hall, 543-1041). Childcare locater files are also available to help students find licensed childcare facilities. These are located in the Office of Student Affairs (4th Floor Schmitz), the HUB and the Health Sciences Library.

Housing

The Department of Housing and Food Services provides a variety of living accommodations for single students and student families. Information may be obtained by contacting the Housing Assignment Office (301 Schmitz Hall, 543-4059). Apartments for student families are limited in number, so you are urged to apply far ahead of the time you want to move in. The ASUW Housing Office (105 HUB, 543-8997) maintains a listing of off-campus housing alternatives.

Woman's Information Center

The Women's Information Center (first floor, Cunningham Hall, 545-1090), is an information and referral service for both on-campus and off-campus resources ranging from career counseling and financial assistance to personal and legal problems. WIC publishes a monthly calendar of events and a bimonthly newsletter listing its many forums, conferences, films, performance and literary events. WIC offers a comfortable atmosphere for those who want to browse through its lending library, see an exhibit of women's art, or simply look over the bulletin board for job announcements and current events.

Office of Special Services

Advisers in the Office of Special Services (460 Schmitz Hall, 543-6122) can assist veterans in obtaining VA benefits for education. The staff also administer the following services: Social Security certification; English as a Second Language (ESL) advising and monitoring; status reporting to the Immigrations and Naturalization Service for foreign students; student visitation; tuition reciprocity programs; and tuition and fees exemptions and reductions for veterans and their dependents. The Veterans' Employment Office (545-1765) will help veterans find jobs compatible with their academic schedules.

Disabled Student Services

DSS provides support services and access information for students with both permanent and temporary disabilities. Program access includes flexible testing, mediation with instructors, special assistance with exams and help in libraries, textbook taping, large print, interpreters and more.

Physical access includes special equipment, relocation of classes to more accessible locations, campus mobility maps, braille maps, and the ACCESS guide (a building-by-building listing). Priority registration is available, as are needs assessment and counseling regarding disability-related issues.

DSS has issued a publication for faculty and TAs who have disabled students in their classes. It lists appropriate accommodations for students with a variety of disabilities (blindness, deafness, dyslexia) in various settings (test-taking, classroom participation). Write Disabled Student Services, PB-07, or call 543-8925 and ask for a copy of the *Faculty Checklist*. They also offer a community resource file and a library on disability topics.

Student Activities Office

The Student Activities Office (207 HUB, 543-2380) can direct students to any one of approximately 300 organizations, including sororities, fraternities, political and philosophical clubs, religious groups, debating societies, and environmental groups. If you don't find the club or movement you want, Student Activities will show you how to incorporate as a student organization of your own.

SECTION IV

INSTRUCTIONAL SUPPORT SERVICES

Many organizations and departments throughout the University offer resources and services useful to teaching assistants. Central services such as the Instructional Media Services and the Educational Assessment Center are available to all instructors, TAs as well as faculty, and it is therefore necessary to reserve equipment and request assistance well in advance.

The Center for Instructional Development and Research

The Center for Instructional Development and Research (CIDR) has been working with teaching faculty and teaching assistants since 1973 when it originated as the Biology Learning Resource Center. CIDR offers free of charge professional assistance in improving teaching effectiveness.

The directors and staff consultants work together to offer consultation, to conduct projects on learning and teaching, and to publish materials on instructional improvement.

Individual departments plan, implement and evaluate the orientation programs and training of their Teaching Assistants. CIDR, however, collaborates by providing print and videotape resources, instructional laboratory facilities, and consultation. In addition, you can request assistance on your own any time throughout the year.

Initial Consultation

If you contact CIDR, arrangements begin with an initial consultation with a staff consultant who will help you assess where you are in your teaching and identify what you would like to work on. Perhaps you are concerned about your lecturing ability or skill at leading a discussion. Or you may receive a set of student ratings that need to be interpreted. In some cases, you may not know what needs improvement and request that the staff consultant sit in on one of your classes to identify what changes could be made.

At all times, the procedures used and the extent of the staff consultant's involvement is up to you; all work at CIDR is customized to your needs and wishes. Once your needs are identified, there are a variety of ways in which CIDR can assist you. All findings are strictly confidential; even the fact that you have contacted or worked with CIDR on your teaching need never be shared with your superiors or department unless you choose to do so.

Classroom instruction skills

Through class observation, videotaping, student interviews, questionnaires, or other techniques designed specifically for particular courses, staff can assist you in collecting and analyzing relevant data on your effectiveness in the classroom. Additionally, the CIDR staff can help interpret the information and offer guidance in goal setting for improvement of classroom instruction.

Course evaluation consultation

Small Group Instructional Diagnosis (SGID) is probably CIDR's most popular service and one of the best measures available to you for assessing your teaching effectiveness. CIDR staff use SGID as a means of increasing instructor-student communication and providing midterm feedback from your students which you can use to improve your teaching. After an initial consultation with you, a CIDR consultant conducts a twenty minute in-class evaluation with your students by means of small group discussion, then processes the information and shares it with you in a follow-up session.

Course materials and student ratings

CIDR staff can help you with revising or developing new course materials and exams. In addition, they can assist you with managing your student ratings, including the design of optional items to assess your improvement in specific areas of teaching. After helping you to interpret the ratings, they can suggest further changes in your teaching and direct you to other resources with which you can follow up on what you learned from the ratings.

Microteaching

In a microteaching session, you teach other participants a short lesson while being videotaped. Afterwards, you all review the videotape with a CIDR consultant, set goals for improvement, then reteach the lesson while being re-taped. The tape is then reevaluated.

Videotape critique

You can arrange to be videotaped in a regular classroom or in the CIDR Instructional Laboratory for your own viewing and self evaluation. CIDR staff can combine the videotaping with a consultation by following the taping with a critique session. Critique includes identifying your teaching strengths and areas for improvement, suggesting ways to change instructor behavior, and setting goals for change.

Video Coaching (simultaneous feedback)

A CIDR staff member can "coach" you via the use of a small transistorized earplug while you are actually teaching. This can be very useful in learning how to conduct discussions, organize lectures, conduct one-to-one tutorials, or overcome nervous mannerisms.

CIDR publications and productions

CIDR has begun publishing and producing its own instructional materials. *Mentor* is one example. The *Manage Your Student Ratings* and *Now Make the Most of Your Student Ratings* pamphlets (Tracey, 1985), co-sponsored by the Educational Assessment Center, are two others. New CIDR publications also include *Using Video to Enhance Instruction* (Quigley, 1985) and *Reference Manual for Teaching Assistants in Life Sciences Laboratories* (Trombulak, 1985).

Among recent CIDR videotapes are *Distinguished Teachers on Teaching* (Dunnington and Pease, 1984), featuring recipients of the UW Distinguished Teaching Award seen teaching as well as reflecting upon their teaching, and *The Role of the Graduate Teaching Assistant* (Quigley and Pease, 1985), showing TA lecturers, tutors, graders, lab teachers, and discussion leaders in action and reflection. Take a look at this tape if you have not seen it already in your department orientation. It may be helpful to you in assuming one or more of the teaching roles it explores.

Encounters With Teaching is a "trigger tape" of 13 vignettes covering instructor-student interaction which TAs have identified as difficult to handle (e.g., "A Paper You've Read Before" and "Last Quarter's Grade"). You can view this tape by yourself or as part of a group and, if you wish, a CIDR staff member can facilitate.

The CIDR library

In addition to its own publications and videotapes, CIDR maintains an extensive collection of books, journals, articles on teaching and learning in higher education, including the results of instructional research conducted by its own staff.

Computer Assisted Instruction

In addition to its own publications and videotapes, CIDR projects have included the evaluation of CAI tools in English composition instruction, the training of faculty and graduate students in expert systems, and the development of precalculus CAI programs. If you are interested in pursuing a particular application of computers to your teaching, discuss it with your supervisor or course coordinator and contact CIDR.

The International TA project

CIDR provides a program for new International Teaching Assistants (ITAs). Issues of English language, cross-cultural communication, and instructional technique are addressed through workshops, seminars, tutorials, in-class observations, videotaped presentations, and other individualized or group methods. The program is designed to support new ITAs while they are adjusting to their teaching role in the American university setting. Participants meet with CIDR staff associates and others ITAs to develop the skills and understanding required by their teaching responsibilities at the University. Contact CIDR for more information.

Center for Instructional Development and Research
Parrington Hall, Room 107, 543-6588
Jody Nyquist, Director for Instructional Development
Robert Abbott, Director for Program Research
Donald Wulff, Instructional Development Specialist
Lynn Churchill, CAI Research and Development Coordinator

University of Washington Libraries

The University Libraries consist of the Suzzallo Library (the Main Library), the Odegaard Undergraduate Library, the Health Sciences Library, the East Asia Library, and seventeen branch libraries. The Law Library is a separate, independent administrative unit. The Library system contains more than four million volumes, over four hundred thousand technical reports, 32,667 current serial subscriptions, numerous maps, newspapers, microforms, manuscripts, and state, federal and international government publications.

Open hours vary among the libraries. Basic hours are 8:00 AM-5:00 PM Monday-Friday, but many libraries are open for longer periods. Both the Suzzallo and Undergraduate Libraries are open until midnight Sunday-Thursday. *Information on hours is posted in all libraries and may be obtained by calling either individual libraries or 543-0140.*

A University of Washington student may use any library on campus. University identification cards serve as library cards for faculty, students, and staff. Loan periods and renewal policies very from library to library and by type of material. Most units with circulating collections loan books for either four weeks or for the academic quarter and periodicals for three days or one week. Materials in reserve collections are designated for short-term use periods ranging from four hours to three days. *Information on the Libraries' circulation policies and regulations is available at all circulation desks, or at 543-2553.*

Fines for overdue Reserve materials are high. If there is no immediate demand for overdue books other than reserve books, there may be no fine, but a fine is always charged for an overdue book with a hold on it. Unpaid fines may prevent students from obtaining transcripts and diplomas and may eventually result in cancellation of registration. *For information on fines call the Library cashier at 543-1174.*

Reference staff in all units are available to assist students and faculty in making maximum use of the collections. This staff can provide information about the Libraries' facilities and service, orientation to the libraries and to the collections, and individual assistance with specific information or research questions. *The Reference Section in the Suzzallo Library, 543-0242, provides general reference and catalog information services.*

Computerized literature searches are available, on a cost-per-search basis, in several UW libraries. More than 100 data bases cover subject areas in science and technology, business and industry and social sciences and humanities. *For more information, or to make an appointment, call 543-0242.*

Bibliographic instruction on the use of the library, or orientations to the Suzzallo Library and the branches are offered to classes in one-to-two hour sessions. Materials covered vary with the content of the course for which a session is requested. *For information or to schedule a session, contact Randall Hensley, Bibliographic Instruction Coordinator, at 543-2060.*

The Suzzallo (Main) Library offers several special services and collections including government publications, archives and manuscripts, newspapers-microforms, and special collections. The collections are primarily composed of materials in the humanities and social sciences with the exception of the Natural Sciences branch, which is housed in the building. The card catalog in Suzzallo includes the holdings of all units of the library system except material in Asian languages in the East Asia Library, the Curriculum Center, the Law Library, and some government publications. In addition to the catalog, there is a location file. This file indicates where books are located in the library system and must be checked to see which libraries have copies of the book. If material desired for research is not owned by the library, it may be borrowed from other libraries through Interlibrary Loan. *Information on Interlibrary Loan is available at 543-1899.*

Suzzallo Library

Special Services in Suzzallo include:

Circulation	Plaza	543-2253
Information	1st Floor	543-0242
Reference	1st Floor	543-0242

The eighteen other libraries on campus each reflect the subject area of the departments which they serve. They are as follows:

Odegaard Undergraduate Library		543-1947
OUGL Copy/Duplication		543-8302
Architecture-Urban Planning	334 Gould	543-4067
Art	101 Art	543-0648
Business Administration	100 Balmer	543-4360
Balmer Hall Copy Center	115 Balmer	543-8324
Chemistry-Pharmacy	192 Bagley	543-1603
Drama	25 Drama/TV	543-5148
East Asia	322 Gowen	543-4490
Engineering	Eng. Lib. Bldg.	543-0740
Fisheries-Oceanography	151 Oc.Tchg. Bldg.	543-4279
Geography	415 Smith	543-5244
Health Sciences	T-227 Health Sci.	543-5530
Law	Condon Hall	543-4088
Mathematics Research	C-306 Padelford	543-7296
Music & Listening Center	113 Music	543-1168/1159
Philosophy	331 Savery	543-2988
Physics-Astronomy	219 Physics	543-2389
Political Science	220 Smith	543-2389
Social Work	252 Soc. Wk.	545-2180

Odegaard Undergraduate Library

COLLECTION: The Odegaard Undergraduate Library provides books and periodicals in support of the undergraduate curriculum and also includes a selection of materials that respond to students' independent reading preferences.

General collection information: Paula Walker (543-2060).

OUGL periodicals information: Elizabeth Eisenhood (543-2060).

CIRCULATION: In order to provide timely access to the collection, books in OUGL are loaned for two weeks to all library users, with one in-person renewal. Periodicals and newspapers are non-circulating.

Questions about Circulation: Pam McCord (543-1947).

RESERVE: OUGL handles reserve services for both undergraduate and graduate classes for all disciplines except those served by branch libraries.

For full information on reserve policies and copyright regulations, call Herma Spaulding (543-2990).

REFERENCE: The Undergraduate Library reference collection includes basic reference materials—indexes, dictionaries, encyclopedias, handbooks, atlases and bibliographies—kept on open shelves for easy access and browsing. Reference Librarians are available to instruct students in using library resources effectively, answer questions, supply sources for further study, interpret catalogs and reference materials, and refer persons to other libraries for more in-depth research.

Questions about reference: Paula Walker (543-2060).

INSTRUCTION AND ORIENTATION: Library instruction for undergraduate students is provided through the BIBLIO LAB Program. BIBLIO LABS, taught in the Undergraduate Library, provide undergraduates with the Libraries' basic bibliographic instruction program. One-hour Labs and accompanying exercises are part of the course requirements of cooperating classes. Librarians combine library information with instruction and an exercise related specifically to your individual class. In addition to course-related BIBLIO LABS, the UW Libraries offer open BIBLIO LABS during the first four weeks of each quarter. Orientation tours are offered at the beginning of each quarter and by special request.

TERM PAPER STRATEGY SESSIONS (TIPPS) in a seminar setting are available to individual students who sign-up at the OUGL Reference Desk. In these sessions, topic defining and search strategy are discussed, specific sources are suggested, and explanations for using them are given. Schedules for TiPSS can be obtained in OUGL at the beginning of each quarter.

To request BIBLIO LABS or orientation tours, or for more information, call Randall Hensley (543-2060)

MEDIA CENTER: The Media Center contains a non-circulating media collection of over 36,000 items which supports both undergraduate and graduate curriculum as well as provides enrichment materials, not specifically class oriented. Instructors may place media materials on reserve, selecting those materials from the Media Center Collection, their personal collection, or those which have been produced specifically for a particular class. Media materials may be identified in the card catalog located on the first floor of OUGL, or through a modified card catalog located on the Mezannine floor. In this modified card catalog, materials are arranged first by format and thereunder by conventional author, title, and subject arrangement, interfiled alphabetically. Dial access to the Media Collection is provided through individual listening and viewing carrells located on both the Mezannine and second floors.

MEDIA ROOMS: Small Group and large group media rooms are available for classes requiring media equipment and media materials support. These rooms may be reserved in advance and are assigned on a first-come, first-served basis.

PREVIEW AND ACQUISITION: Students, faculty and staff may recommend media materials for preview and/or purchase by the Center. A large collection of current media catalogs from commercial and institutional producers is maintained to assist in selecting such materials.

For more information or a tour of the Media Center, contact Charles Edwards (543-6051).

LIBRARY HOURS: For the academic year, OUGL is open Monday through Thursday from 8:00 AM to 12:00 midnight, Friday from 8:00 AM to 10:00 PM, Saturday from 1:00 PM to 10:00 PM, and Sunday from 12:00 noon to 12:00 midnight.

Instructional Media Services

Media support for instruction is provided by two separate centers on campus. **Instructional Media Services (IMS)** provides services listed under items A - G below. The main offices are in the basement of Kane Hall between the main libraries. Business hours are 8 AM to 5 PM Monday through Friday. The Health Sciences office, located at T-235 provides services listed under E - G below in the Health Sciences complex. **Academic Services (H)**, which provides only audio-visual classroom support in the Health Sciences, is the second media support provider and is located in T-283 Health Sciences with office hours of 8 AM to 5 PM Monday through Friday.

A. Operators and Equipment: IMS (543-9900) [Exclusive of Health Sciences Complex]

Instructors may order any of the following equipment free of charge for classroom use: slide projectors, electric pointers, videotape recording, and playback equipment, 16mm film projectors, lights, PA systems, screens, record players, audio cassette recorders, and computer phone patch terminals. Orders are taken and confirmed on a first-come, first-served basis so early ordering is essential. Equipment used regularly in a particular classroom location may be reserved for an entire quarter. If you need an operator to run the equipment, three working days notice is required to arrange schedules.

B. Booking and Reservations: IMS (543-9909)

The Materials Collection consists of approximately 5,000 films, videotapes and multi-media sets for in-class showing. A catalogue (which lists titles topically and alphabetically complete with descriptions) is available in Kane Hall or may be ordered by phone (543-9908). A minimum of 24 hours is required to place an order. Titles not available in the University's collection may be ordered through the Booking office but the department will be recharged rental and shipping costs.

C. Preview and Acquisition: IMS (543-9908)

You may arrange to see any film in the University's collection in a preview room located in the basement of Kane Hall. These rooms are also available for viewing for class or section meetings (maximum 30 persons). Preview facilities may also be used for viewing videotapes including PAL/SECAM formats (¼" and VHS only).

D. Production Services: IMS (543-9912)

For a small fee, slides and graphics are prepared for teaching, professional presentation and publication. Archival quality reproduction is also available for old photographs and negatives. Check with your department about authorization for funds for your particular project.

E. T.V. Studios: Health Sciences (543-7774), Kane Hall (543-9922)

Professional quality videotaping services (including design, production, and direction) are available at no cost for producing films for classroom use. Arrange the taping session with the Studio and either your department or the professor in charge of the course.

F. Health Sciences T.V.: IMS (543-1474) [South Campus Only]

All video recording and playback equipment and operators for South Campus Classrooms may be requested through HSTV. The procedure is similar to those for IMS (see A. above).

G. Videotaping Services: Health Sciences (543-1474, Kane Hall (543-9900)

Any instructor may request that a lecture, seminar, discussion or other class be videotaped for use in improving or evaluating teaching. Videotapes designed for use to enhance teaching may also be requested. This services is subject to equipment and operator availability. Playback equipment will also be provided.

H. Academic Services: Health Sciences (543-6729)

Audiovisual equipment (record players, tape recorders, overhead, slide, and video projectors), and classroom equipment (furniture, easels, microscopes) may be obtained through Academic Services for classes in the Health Sciences complex. A sponsoring faculty or the department secretary must arrange for the orders.

Health Sciences Center for Educational Resources (545-1180)

This Center's at-cost services to Health Sciences faculty, staff and students include slide and tape duplication, film processing, graphic illustration, and graph-it-yourself advice.

Personnel at the Center's Client Service Counter (T-281D, Health Sciences Building) can also answer most photographic or illustration-related questions or arrange a consultation with an expert in those areas. Consultation on more specialized projects (instructional development, computer-assisted instruction, media reference services, etc.) may be arranged directly with the Instructional Design/Development Service (545-1156) or through the Client Service Counter. Because these services are not free, you will need department approval.

Educational Assessment Center (543-1170)

The Educational Assessment Center (EAC) is an instructional and administrative support unit established to improve educational practice through evaluation of educational programs and services through assessment of teaching and learning. Two EAC programs are especially relevant to TA teaching and training: classroom test scoring and student ratings.

Classroom test scoring

EAC provides a highly flexible computer-based system for scoring and analyzing examinations.

Features include:

1. rosters ordered alphabetically or by student number
2. up to 49 distinct scores for each test
3. provision for a bonus score (e.g., essay grade) to be added or subtracted from each score
4. test statistics
5. item statistics
6. individualized reports to students including tailored messages
7. classroom bookkeeping including weighting and summing of individual test scores

Student ratings

The Instructional Assessment System contains seven distinct forms for students to evaluate instruction. Form F was specifically designed for TAs teaching quiz sections. Other forms are tailored to basic course characteristics such as large lectures, seminars, etc. Included on each form are spaces for instructor-supplied optional questions and student open-ended comments. (For a more in-depth description, see "Evaluation of Teaching" in Section I and the CIDR/EAC pamphlet, *Managing Your Student Ratings*.)

EAC personnel are available to help instructors construct tests, select or design student rating items, and interpret test or rating results.

Faculty Council on Instructional Quality

F.C.I.Q., a council of the Faculty Senate charged with improvement of teaching and learning, regularly sponsors or conducts programs useful to TAs. Actions during the past few years have included the following: writing and publishing *Evaluating Teaching: Purposes, Methods, and Policies* (1982); surveying department chairs and recently-promoted faculty on policies and practices in the evaluation of teaching; sponsoring workshops and helping to provide assistance for instructors of large lecture classes; sponsoring Faculty Forums on Teaching; consulting with ASUW leaders about publication of results of student ratings of courses; suggesting policies for the Educational Assessment Center. For further information, call the Office of University Committees (543-7993).

The Graduate and Professional Student Senate (300 HUB, 543-8576)

The GPSS represents all graduate and professional (law, medicine, and dentistry) students, but usually has a committee devoted to the special problems and concerns of TAs and RAs. The organization also has funds available for certain projects related to teaching, can address academic as well as personal grievances, and make policy recommendations to the administration. The Senate itself is composed of two representatives in every department on campus.

Committee on Graduate Student Service Appointees (543-5900)

This committee includes representatives from the Graduate School, graduate faculty, and Teaching and Research Assistant

population. It makes recommendations to the administration on TA/RA salary, tuition and fees, evaluation, promotion, training, and teaching improvement.

Environmental Health and Safety Department

There are several training seminars on safety available to TAs free of charge through the Department of Environmental Health and Safety (543-7262).

First Aid is offered quarterly. It requires twelve hours of training over four to six sessions.

Lab Safety is offered early Autumn Quarter (i.e., the end of September or early October). There is a four-hour seminar.

Fire is a 1½ hour seminar offered monthly.

Lifting is a 1¼ hour seminar offered monthly.

Radiation Safety deals with four separate topics each requiring two-hour blocks.

Ask your department to post seminar schedules, available through Environmental Health and Safety and in the *University Week*.

Emergency Procedures

Campus Fire and Police: 9-911

Seattle Fire and Police: 9-911

As an instructor you are responsible for knowing emergency procedures and how to use fire extinguishers and first-aid kits. In case of fire pull the fire alarm and call campus police. The alarm automatically notifies the Seattle Fire Department, and the call will enable campus police to direct them to the fire. Campus police will also assist injury victims unless the injury is serious, in which case they will call Medic One, King County's emergency medical service. Your department will provide you with more detailed information about emergency procedures and the location and use of fire extinguishers and first aid equipment.

APPENDIX

University Policies Governing TA Appointments
University Handbook Vol. IV, Part IV, Chap. 6

GRADUATE STUDENT APPOINTMENTS

Section 1. Introduction

A. General remarks

Part-time appointments in teaching, research, and advising which provide financial support for graduate students are made available each year to qualified students at the University of Washington. They include activities that are relevant to each student's own program of advanced study and also contribute to the University's teaching and research effort. At the same time, the student gains valuable experience in teaching, research, or related activities and receives a stipend which assists in financing his or her graduate study. These appointments are encouraged as a matter of policy because they provide the student with valuable opportunity for in-service training in teaching, research, and related activities. A system of graduate student appointments is described in the sections which follow.

Appointments and reappointments are subject to the availability of financial support.

The University of Washington's Equal Employment Opportunity Policy and Affirmative Action Program apply to these categories of appointments.

B. Definitions

In the paragraphs below, the term "graduate appointments" will be used to include any or all of the designated appointment categories (Section 2), and the term "graduate appointees" will refer to graduate students who hold these appointments. The term "teaching appointments" will refer to the appointments entitled "Teaching Assistant," "Predoctoral Teaching Associate I," and "Predoctoral Teaching Associate II"; and the term "teaching appointee" will refer to a graduate student who holds a teaching appointment. Furthermore, in non-departmentalized academic units, the terms "department" and "department chairperson" will refer, respectively, to "college" or "school," and "dean" or "director" or other chief academic officer.

Conditions relating to the employment of Student Assistants, Student Helpers, and other graduate or undergraduate students employed on an hourly basis and/or in nonacademic positions are considered in Vol. IV, Part IV, Chapter 9.

Policies and procedures relating to Summer Quarter are described in Section 6 below.

Section 2. Titles, eligibility, selection, promotion, and termination

A. Titles

The official designations recognized for graduate appointments are as follows (the budget category or categories usually appropriate to each appointment are given in parentheses following the title; graduate student classifications are described in Volume IV, Part III, Chapter 3):

1. Teaching, Research, Staff Appointments

Title and Budget Category	*Appropriate Graduate Student Classification*
Teaching Assistant (30) Research Assistant (40) Graduate Staff Assistant (40, 80)	Premaster, Postmaster, Precandidate, or Candidate
Predoctoral Teaching Associate I (30) Predoctoral Research Associate I (40) Predoctoral Staff Associate I (40, 80)	Postmaster, Precandidate, or Candidate
Predoctoral Teaching Associate II (30) Predoctoral Research Associate II (40) Predoctoral Staff Associate II (40, 80)	Candidate
Predoctoral Instructor (20, 30) (available only for teaching service)	Candidate
Predoctoral Lecturer (20, 30) (available only for teaching service)	Individually determined
Predoctoral Researcher (40) (available only for research service)	Individually determined

2. The title *Fellow* is the academic title appropriate for graduate students engaged in research on scholarly activities, including traineeships, supported by funds provided by federal or private sources. These titles may be preceded by the designation *National Science Foundation* or *National Institutes of Health*, depending on the source of the stipend. Fellows may provide service to the University if such service is not prohibited by the terms of the award.

B. Eligibility for appointments

Graduate appointments are granted to graduate students only. Students enrolled "On Leave" are not eligible for appointment. An initial appointment may be offered to a student before the student has been formally admitted to the Graduate School, but such an appointment is contingent upon the student's admission to graduate status prior to the beginning of the appointment.

Eligibility for appointment is also related to a graduate student's classification.

For teaching appointments, competence in speaking English is required.

The general requirement of all graduate students, that they make satisfactory progress in graduate programs and satisfy the

residence requirements, calls for registration for nine credit hours or more during Fall, Winter, and Spring Quarter. Policies for Summer Quarter are presented in Section 6, below.

C. Selection of appointees

1. General criteria: Students selected for University appointments normally have demonstrated high achievement and potential in their fields of graduate study and, in the judgment of the department chairperson or other appropriate University officers, are likely to render a high level of performance in teaching, research, or other activities related to the appointment.

It is not necessary that graduate students be appointed to the highest category for which they are eligible. The responsibility to recommend appointment in any appropriate category rests with the chairperson of the student's department.

2. Criteria for initial appointments: Selection of a graduate student to whom an initial appointment is to be offered is normally based on evaluation of the applicant's academic credentials and the department's judgment of the applicant's potential for sustained achievement in the field of graduate study and for a high standard of performance in teaching, research, or related activities.

3. Criteria for reappointments: It is the policy of the University to provide reasonable continuity of appointment for graduate students receiving teaching, research, and staff appointments. Eligible graduate students working toward a doctorate may expect such appointments over a longer period of time than students who are working toward a terminal master's degree. Graduate student appointments are normally awarded for one academic year. Reappointment may be expected if the graduate student demonstrates satisfactory progress toward the completion of a graduate degree program and maintains a high standard of performance in the activities associated with the appointment. Each department shall set forth guidelines describing satisfactory progress in its various fields of graduate training. Normally, these guidelines will include, but need not be restricted to, the following: continuing enrollment in the University of Washington Graduate School; satisfactory completion of course work in a graduate program at a reasonable rate; a cumulative grade-point average of not less than 3.0; satisfactory and timely completion of the examinations customary in the graduate program; and steady and substantial progress toward completion of the thesis or dissertation. Copies of the department's guidelines for satisfactory progress shall be transmitted to all graduate student appointees and shall be kept on file in the offices of the dean of the college and of the Dean of the Graduate School. If a student meets the above stated criteria, he or she may expect reappointment insofar as permitted by (i) the availability of budgetary or financial support for the appointment; (ii) department policy concerning the distribution of appointments between initial appointments and reappointments; (iii) departmental policy concerning maximum duration of appointments and number of reappointments. A statement of departmental policy respecting (ii) and (iii) must be available to all applicants for assistantships. Furthermore, up-to-date copies of departmental policy statements concerning (ii) and (iii) must be transmitted to and kept on file in the offices of the dean of the college and of the Dean of the Graduate School. Changes in departmental policies on reappointment shall be effective only at the beginning of the academic year and shall be made known at the time that offer or reappointment is made.

When the number of applicants for reappointment exceeds the number of positions available, reappointments should be based upon the following criteria:

(a) the applicant's academic achievement and potential;

(b) the degree of excellence in the applicant's teaching, research, and related activities;

(c) the applicant's progress toward the degree, preference being given to the student nearest to the highest degree offered in a program provided that departmental policy limitations on the duration of appointments have not been exceeded.

Because of the importance of graduate student appointments as training in teaching and research it is appropriate for regular evaluation of performance to be made, analagous to the evaluation of academic performance in courses. Each department will be responsible for implementing a program of evaluation to be conducted at least annually. Evaluation of the quality of teaching done by a graduate student appointee may be based on procedures for instructional evaluation utilized by the Educational Assessment Center or those developed within the department but should include evaluation by the professor responsible for the course based on at least two visits to the appointee's class or on methods previously agreed to by both parties. Evaluations of the student appointee's performance should be placed on file, available for review by the student and by the departmental chairperson as a basis for consideration for reappointment. All written evaluations of a graduate student appointee's performance which are considered in determining reappointment shall be available for the student's review and reply.

4. Appointment procedures:

(a) Announcements of the availability of graduate student appointments (especially of teaching appointments) effective the next academic year will normally be made by the department chairperson, by posting notice on departmental bulletin boards or by other appropriate methods, before February 1. Insofar as possible, the announcement shall state: (1) the approximate number, type, duration, and description of available appointments; (2) application procedures; (3) the criteria, priorities, and other factors affecting selection; and (4) the dates by which the appointments will be made (if known). Copies of the announcement will be made available on request to all interested persons.

(b) Application forms for graduate student appointments will be available to all enrolled or prospective graduate students. Formal written applications for specific appointments should be submitted to the department chairperson no later than March 1; or, if the announcement of an available position is made after February 15, within two weeks of the announcement. The applicant is responsible for keeping the department chairperson advised of a current address at all times.

(c) After appropriate departmental review of the applications received, formal offers of appointment should be tendered to selected applicants no later than April 1; or two weeks after the closing date for receipt of applications. Each offer of

appointment shall be accompanied by a copy of this Executive Order 28 concerning graduate student appointments, by a copy of the Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants of the Council of Graduate Schools in the United States, and by a copy of the departmental policy statements concerning reappointment as specified in (3) Reappointments, above. Alternate appointees shall also be notified of their status no later than April 1, and shall receive copies of the same documents.

(d) Departments shall prepare alternate lists with appropriate ranking for possible appointments, should vacancies occur. These lists shall be composed from the pool of approved applicants.

In the event that the number of approved applications is insufficient or if the alternate list has been exhausted the departments shall, insofar as possible, announce the availability and offer the position according to procedures similar to those outlined in (a), (b), (c), and (d) above.

(e) The response by the applicant to the offer of a graduate student appointment shall be made by letter to the department chairperson and shall be postmarked no later than April 15, or 2 weeks after the offer of the appointment, whichever is later. If the offer is accepted, the appointee is expected to hold to that decision unless he or she requests and is granted release in accord with the procedures agreed upon and set forth in the previously mentioned Resolution of the Council of Graduate Schools in the United States.

(f) If the applicant declines an offered appointment or fails to notify the department chairperson of an acceptance by the above specified date, the appointment shall revert to the best qualified alternate. This alternate shall be notified immediately of appointment and must dispatch a formal letter of acceptance or rejection within 15 days of the date of mailing of the formal offer. The same procedure shall be followed in determining any appointments which are not accepted by the first alternate to be notified.

(g) On or before June 1, the department will prepare an official list of all graduate appointments which have been made for all or part of the coming year. Copies of this list will be made available, on request, to all applicants and to University officials.

(h) Graduate appointments ordinarily shall be made for the academic year covering the period September 16 through June 15. There may be circumstances under which appointments become available for other quarters during the year. These appointments shall be filled from the ranked alternate lists if the alternates are suitably qualified for the position. (See Section 3.D.5. for appointment periods.)
Executive Order 28 applies equally to graduate students holding appointments for the academic year and those holding quarterly appointments.

(i) For graduate appointments which may become available for other quarters during the year, the announcements, applications, reviews, offers of appointment, and responses to offers should be made in accordance with an orderly schedule similar to the one outlined above insofar as this is possible. In particular, for Summer Quarter, it is recommended that the call for applications for appointment be made no later than January 10 and that offers of appointment must be mailed no later than May.

(j) A Personnel Action Form (PAF) and/or a Personal Data Form (PDF) for recording a new, continued, or revised (e.g., by promotion) appointment shall be originated in the appointee's department and transmitted to the dean of the appropriate college or school. It is then transmitted directly to the Payroll Office. The Graduate School receives a copy from the Payroll Office.

D. Promotion

Eligible students who perform meritoriously in their graduate programs and in their teaching, research, and related activities may normally expect to be promoted in the course of their service. Regularly, at the time of reappointment, graduate students shall be considered for promotion to appropriate higher ranks. At this time departments shall apply criteria consistent with those listed above for reappointment, namely, (1) the appointee's academic achievement and progress toward degree, (2) the appointee's graduate classification, and (3) the merit of the appointee's teaching, research, and related activities.

E. Termination of appointments

Graduate appointments are usually terminated only at the end of a designated period of appointment. However, in the event that a graduate appointee becomes ineligible for continued appointment through unsatisfactory progress toward the completion of the degree, failure to maintain the minimum required credit hours per quarter, or failure to continue registration as a graduate student, or in the event that, in the opinion of the department chairperson or other faculty or staff supervisor, the student is performing unsatisfactorily in the appointment, the appointment may be terminated at any time. Normally, prior to the initiation of formal proceedings for termination for cause, the student shall be notified in writing by the department chairperson or by the supervisor that grounds exist for the termination of appointment. The notification shall clearly state the nature of such grounds and shall specify what actions, if any, would be required to rectify the deficiency which is the basis for termination.

If the deficiency which is the basis for the anticipated termination for cause is not satisfactorily and promptly resolved, the chairperson or supervisor shall make a written request for termination to the dean of the appropriate college and to the Dean of the Graduate School. If the causes for complaint are serious the chairperson may suspend a graduate appointee immediately. However, termination for cause does not become final until it has been approved by the dean of the appropriate college and by the Dean of the Graduate School. Should the graduate student appointee believe that such action is without just cause, she or he may invoke the complaint and appeal procedures prescribed in Section 5 below.

Section 3. Training, supervision, and activities of appointees

A. Training programs for new appointees

Teaching appointees with no previous teaching experience will attend an introductory departmental program which will include training appropriate to the type of teaching expected of the appointee. In addition, close supervision of new teachers by the appropriate department is expected.

B. Communications between teaching appointees and supervisory professors concerning the activities associated with the appointment.

Teaching appointees who will be aiding professors in the teaching of a particular course will attend introductory and planning discussions called by the professor sufficiently in advance of the beginning of the quarter to prepare for the teaching of the course and to gain an understanding of what constitutes satisfactory performance in the appointment. They and their supervisory professors are encouraged to collaborate insofar as possible in planning the structure and content of the course so as to make the cooperative teaching effort profitable for all concerned. Procedures for establishing this collaboration and an appropriate degree of supervision will be worked out between the teaching appointees and the professors and will be maintained throughout the period of the course. It is expected that the professors responsible for the course will maintain close communication with the teaching assistants and associates and will advise and help them to improve their teaching performance.

Teaching appointees are encouraged to give comments to the faculty in their department concerning the courses offered and how these offerings might be improved.

C. Activities of appointees

1. Activities of Teaching Assistants and Predoctoral Teaching Associates I shall be limited to the supervision and leadership of quiz sections, discussion sections, or laboratory sections, service as class assistants, supervised teaching or advising, or other activities comparable to these.

Each Teaching Assistant or Predoctoral Teaching Associate I shall be under the guidance of a particular professor designated by the appropriate departmental chairperson. This professor shall supervise the official activities of the Teaching Assistant or Associate to make certain that they are carried out effectively and responsibly, and to assist and encourage the Teaching Assistant or Associate to develop excellence in teaching. Although increased responsibility in the supervision of laboratory or classroom work is desirable for graduate students as they acquire teaching experience and advance in their studies, Teaching Assistants shall not be placed in over-all charge of courses.

2. Activities of Predoctoral Teaching Associates II shall be as described above for Teaching Assistants and Predoctoral Teaching Associates I, except that a Predoctoral Teaching Associate II may be assigned full responsibility for conduct of a course if, in the judgment of the chairperson of the department, (a) scholarship, teaching competence, and degree of maturity warrant such an assignment, and (b) the assignment will not affect adversely the student's progress toward the doctor's degree.

3. Activities of Predoctoral Instructors: Appointments as Predoctoral Instructor are reserved for graduate students who have achieved Candidate status and who have demonstrated mature scholarship and a high degree of competence in teaching. A Predoctoral Instructor may carry full responsibility for conduct of a course or courses. Activities may also include assisting in course instruction under a faculty member as well as academic advising of undergraduate students.

4. Activities of Predoctoral Lecturers: Appointment as Predoctoral Lecturer is ordinarily given only to a predoctoral student who has held a teaching appointment at the rank of Assistant Professor or higher in a college or university other than the University of Washington, or who has achieved a comparable level of maturity and competence through other experience. A Predoctoral Lecturer may be given full responsibility for conduct of a course or courses. Activities may also include assisting in course instruction under a faculty member as well as academic advising of undergraduate students.

5. Activities of Research Assistant and Predoctoral Research Associates I and II: Research Assistants and Predoctoral Research Associates I and II shall engage in research as assistants to members of the teaching and research faculty and staff of the University. Appointment to one of these positions is usually made only in the student's own department or in another unit of the University where the research to be undertaken is related to the student's field of competence and special interest. Appropriate activity for an advanced Research Assistant or Predoctoral Research Associate may include the carrying out of independent research under the guidance of a faculty member.

6. Activities of Predoctoral Researcher: Appointment as Predoctoral Researcher may be given to a predoctoral student who has special skills or qualities obtained outside of any experience as a graduate student. These positions are also intended for graduate students who will carry major responsibilities in relation to research activities.

7. Activities of Graduate Staff Assistants and Predoctoral Staff Associates I and II: Appointment as Graduate Staff Assistant or Predoctoral Staff Associate I or II is available to a qualified graduate student for academic activities, within the University, which cannot appropriately be described as teaching or research, as outlined in Paragraphs (1) to (6) above, but which, through close relevance to the student's field of advanced study, complement the formal academic training and thus provide a type of practicum in the student's field of special interest. Such experience must be required as recommended by the chairperson of the graduate student's major department as part of the advanced degree program. However, such an appointment may be in a department other than the student's major department or in an administrative or service unit of the University. Examples: administrative dietetic internships (University dining hall units); internships in higher education administration for graduate students in the College of Education or the Graduate School of Public Affairs (Office of Student Affairs, other administrative offices); hospital pharmacy resident appointments in the School of Pharmacy (University Hospital); curators (Burke Museum).

Terms and conditions with respect to eligibility, activities, stipend, tuition and fees, appointment periods, etc., are the same as for the other graduate appointments.

D. Conditions of appointment

1. Within a department, and insofar as possible throughout the University, graduate appointees holding the same type and level of service appointment should have equal work-load.

In making teaching assignments, factors such as course difficulty, necessary class preparation time, as well as the number of in-class hours should be considered. The number of hours of activity mentioned below is meant to signify the total time spent in preparation for class, in class, grading, office hours, etc. The University will endeavor to provide teaching appointees with the facilities needed for satisfactory conduct of their duties, e.g., office space, access to telephones, etc.

2. Graduate Student Appointees shall serve ordinarily on a half-time basis (an average of approximately 20 hours per week). Appointments for any greater percentage of time require prior approval of the Dean of the Graduate School.

3. Graduate appointments may be made on an hourly basis, but only under higher exceptional circumstances and with the prior approval of the Dean of the Graduate School. Such circumstances might arise, for example, when a graduate student holds a fellowship, sponsored by an outside agency, under which the fellow is permitted to acquire teaching experience and to be compensated—but only within a specified limit—for the teaching service rendered. Appointment designations should read "Teaching Assistant (hourly)," "Predoctoral Teaching Associate I (hourly)," etc.

4. Opportunity may be provided for graduate appointments in any category during the summer months (June 16-September 15).

5. Appointment periods: Graduate appointments shall ordinarily be made on an academic year basis; in this case the services are assumed to cover a period of nine months (3 periods of 3 months each) from September 16 through June 15, including periods when the University is open although classes are in recess. Appointees receive one-half month's payment for September, full monthly payments for each month from October through May, and one-half month's payment for June. Appointments may also be made on an academic quarter basis, with the three-month appointment period effective September 16 through December 15 (Autumn Quarter); December 16 through March 15 (Winter Quarter); or March 16 through June 15 (Spring Quarter).

6. Vacation: Graduate appointments do not provide for paid vacation or sick leave. Special full-time appointment of half-time graduate appointees during periods of the academic year when classes do not meet (late September, intervals between quarters) is not permitted except by special permission of the Dean of the Graduate School.

7. Faculty status: Graduate appointees do not have faculty status.

8. Faculty appointments: A member of the University Faculty as defined in the Faculty Code (*University Handbook*, Volume II, Section 21-31) is not limited by the provisions of this executive order and may be admitted to and may study in the Graduate School provided that, prior to the time of admission to the Graduate School, a statement of the over-all plan and program for graduate study has been proposed to and approved by the chairperson of the department, the dean of the college, and the Dean of the Graduate School. It will be remembered that "No member of the faculty with the rank of assistant professor or above shall be granted any advanced degree at this University" (*University Handbook*, Volume IV, Part V, Chapter 13).

9. Graduate Exchange Tuition Scholarships: Graduate appointees may not hold Graduate Exchange tuition scholarships awarded by the University of Washington.

E. Stipends, tuition and fees

1. Schedules setting forth stipends paid to graduate appointees are published in *Operations Manual* D44.2. A minimum stipend is specified for each Predoctoral Instructor, Predoctoral Lecturer, or Predoctoral Researcher but the actual stipend will be made commensurate with the qualifications and experience and the degree of teaching responsibility assumed.

This section under revision

2. Graduate appointments do not provide exemption from University tuition and fees. However, a student who is not a legal resident of the State of Washington and who holds a regular (half-time) graduate appointment or greater than half-time appointment pays resident tuition and fees only. (Exemption is not authorized for appointees serving less than half-time or on an hourly basis.) Fellows who meet stipend and service guidelines qualify for the waiver of the non-resident tuition and fee differential. These guidelines are available in the Graduate School. Eligible students must sign up for the exemption during the first week of the quarter at the Payroll Office. Students receiving late appointments may sign up for the exemption at the Scholarship Office after the first week providing that their appointments extend for at least one-half of the quarter in duration.

This section under revision

3. While many of the recipients may be eligible for scholarship exemptions for all or part of the income received pursuant to a graduate student appointment, the University will subject all stipend payments except those of fellows to the withholding requirements of the Internal Revenue Code.

This section under revision

Section 4. Procedures for petition

A student who desires to hold a graduate student appointment under conditions different from those described in this executive order should address a petition to the chairperson or administrator of the graduate unit explaining what is desired, what are the exceptional circumstances and why departure is desirable from the point of view of progress toward his or her degree. The petition is reviewed by the departmental chairperson or comparable administrative officer who may deny the petition or recommend approval to the Dean of the Graduate School. The Dean of the Graduate School will approve or deny the petition after review and recommendation by an appropriate committee.

Section 5. Procedure for appeal of grievance or complaint

A. It is the intent of the University that every student who applies for or holds a graduate student appointment and is currently enrolled at the University of Washington shall have

the right to a fair hearing regarding any complaint which may arise out of an interpretation or application of this executive order. In order to facilitate a timely resolution of a graduate appointee's complaints, the complainant is encouraged to discuss the problem as soon as possible after the occurrence thereof with the appropriate faculty member or with the chairperson of the appropriate department. Every effort should be made to effect a mutually acceptable resolution of the problem by using informal procedures on the department level.

B. If the parties are unable to resolve the problem informally within a reasonable period of time, the complaint may then be stated in writing by the complainant, giving all pertinent facts of the case as clearly and concisely as possible, including a statement of the desired outcome. This written complaint may then be submitted to the appropriate college dean for resolution in accordance with the procedure described below. (The procedure for appeal of termination of appointment is stated under C. below: Appeal of termination of appointment.)

1. The college dean or his or her designee shall review the complaint, attempt again to resolve the matter and, not succeeding, shall submit a response to the graduate student with a copy to the chairperson of the department concerned, within ten working days after the receipt of the complaint.

2. If one of the parties does not concur with the dean's decision he or she may, within five working days after the college dean's response, request that his or her written complaint be forwarded to the Dean of the Graduate School. The Dean of the Graduate School shall promptly appoint an *ad hoc* committee to investigate and answer the complaint. This committee shall consist of:

(a) A member of the Graduate Faculty, designated by the Dean of the Graduate School to act as non-voting chairperson.

(b) A voting member of the faculty in the complainant's department who is not involved in the complaint, to be designated by the chairperson or chief officer of the academic unit but not necessarily as the department's advocate.

(c) An enrolled graduate student from the complainant's own department who is not involved in the complaint, to be designated by the complainant but not necessarily as the complainant's advocate.

(d) A member of the Graduate Faculty not involved in the complaint, to be identified from a panel randomly selected from the current official Graduate Faculty roster in the order such faculty members were so selected.

(e) A graduate student appointee not from the complainant's department and not involved in the complaint, to be identified from a panel randomly selected from the Registrar's current official roster of such students in the order they were so selected.

A representative of the Graduate and Professional Student Senate and of the Graduate Faculty Council may be present as observers at the committee hearing upon the invitation of the student.

3. This committee shall review the case, making every effort to bring it to as speedy a conclusion as its nature permits. No later than 30 calendar days during which the University is in session, following the date or receipt of the complaint by the Office of the Dean of the Graduate School, the committee shall transmit its report, together with its recommendations, jointly to the Dean of the Graduate School and the dean of the college. The chairperson shall forward the results together with his or her recommendation, in the case of a tie, to the Dean of the Graduate School and the dean of the college. Copies shall be transmitted by the Dean of the Graduate School to the chairperson of the department involved and to the complainant.

4. Within ten working days after receipt of the *ad hoc* committee's report and recommendations, the Dean of the Graduate School and the dean of the college concerned will jointly review the case, giving due consideration to the committee's report and recommendations, and will take appropriate action. The deans shall also prepare a written statement indicating their decision on the case, including a statement of their reasons. Copies of this statement shall be transmitted to the complainant, to the chairperson of the department involved, and to the President of the University.

5. A student with a grievance felt to have resulted from previously bringing a complaint against a department, may register his or her grievance directly with the Dean of the Graduate School who then may proceed in any manner the Dean deems appropriate. A report of the action taken shall be transmitted to the parties concerned and to the President.

C. Appeal of termination of appointment for cause.

Any graduate appointee may appeal the termination of his or her graduate student appointment within ten days after the date of termination. The appeal should be made in writing to the Dean of the Graduate School, who will appoint an *ad hoc* committee to consider the appeal, as outlined in paragraph B.2, of this section. Termination of the appointment will not become final until this committee's report and recommendations have been jointly reviewed by the Dean of the Graduate School and the dean of the college involved, as described in paragraph B.4. of this section.

Section 6. Provisions for Summer Quarter

A. General remarks

During the Summer Quarter, as during the rest of the academic year, holders of Graduate Student Appointments are expected to continue to make satisfactory progress toward completion of their degree programs, and are also expected to be registered for the number of course credit hours which properly reflects the student's use of the University's academic resources. However, in recognition of the fact that significant differences exist between summer and other quarters of the academic year, and that available resources and needs vary considerably in different sectors of the University, the policies and procedures covering graduate student appointments and registration during Summer Quarter have been modified as described below. In all other respects the provisions of Executive Order No. 28 continue to apply during the Summer Quarter.

B. Policies and procedures

1. Summer appointments may be more variable, both with respect to duration of appointment and proportion of time, than appointments during the regular academic year.

2. A graduate student appointee who in the opinion of the departmental chairperson makes substantial and sustained

use of University personnel or facilities (other than libraries) in pursuit of an advanced degree, and whose appointment contributes directly to that advanced degree (e.g., a graduate student holding a research appointment and devoting main effort to research relating to a master's thesis or a doctoral dissertation), will be required to register for a minimum of 9 quarter credit hours.

3. In the case of a graduate student appointee who is not making substantial use of University facilities in pursuit of a degree, or whose appointment does not contribute directly to that degree, the student's departmental chairperson may approve a lesser minimum registration in accordance with the following schedule:

Conditions of summer appointment
(50% means 20 hours/week of activity)

Proportion of Time	*Duration of Appointment*	*Minimum Registration*
50% or more	2 months or more	5
50% or more	Less than 2 months	3
Less than 50%	Any duration	3

4. A graduate student appointee must petition the Dean of the Graduate School for approval of lesser registration than the minima specified in paragraph 3. One of the following conditions must apply:

a) The conditions of the appointment (for example, location at a place remote from the academic resource of the University) prevent the student from making reasonable progress toward an advanced degree, or

b) The appointee will not be using University facilities or personnel in pursuit of his or her advanced degree, *and* an appropriate faculty member is not available for consultation and guidance, *and* the appointment itself does not contribute directly to the student's own progress toward an advanced degree, *and* no courses that in the opinion of the Graduate Program Adviser or department chairperson are germane to the student's own academic progress are available.

The foregoing and/or other relevant circumstances should be set forth in the graduate student's petition, in sufficient detail to enable the Dean of the Graduate School with the advice of the Graduate Student Appointment Committee to make an informed judgment on the appropriateness of the request. The petition should include a statement of concurrence or disapproval from the departmental chairperson.

5. A graduate student appointment of more than half-time (20 hours per week) may be made if such an appointment does not hinder unduly the student's progress toward the completion of his or her degree requirements, *and*

a) If the activities associated with such an appointment are such that subdividing would not be feasible or pedagogically desirable, or

b) If there are no other graduate students qualified or available to perform these activities.

Additionally, these circumstances must be affirmed by the chairperson or Graduate Program Adviser.

6. As in other quarters of the academic year, graduate students who are On Leave or not registered for credits during Summer Quarter are not eligible for graduate student service appointments. They and their departments are expected to honor the provisions of Graduate School Memorandum No. 9, which states that such status entitles the student to use the University Library and sit for foreign language examinations but does not entitle the student to any of the other University privileges of a regularly enrolled and registered student.

7. Failure to meet the registration requirements as set forth above or any withdrawal or change of registration downward below the applicable minimum which is not approved in advance by the student's departmental chairperson and the Dean of the Graduate School, may be grounds for withdrawal of a graduate student's appointment.

8. Appropriate forms for petition for approval of lesser registration will be provided from the Office of the Dean of the Graduate School.

Executive Order No. 28 of the President, revised February 1, 1973; April, 1975; January 16, 1978; June 25, 1979; October 1, 1982; October 3, 1983

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MENTOR QUESTIONNAIRE

You can help us with our next edition of *Mentor* by answering a few questions and returning this questionnaire to us via campus mail, CIDR, DC-07. Thank you for your help.

1. CHECK ONE: You are a new TA this year. _____ You are a returning TA in _____ year of appointment.

2. What is your department?

3. What do you consider your primary TA role?

4. What do your TA duties and responsibilities include?

5. Is this the first time you have seen *Mentor*?

YES _____ NO _____.

6. How did you receive it? (At Orientation, from your graduate program office, etc.)

7. If you read *Mentor*, comment on how helpful it was to your understanding of University policies, procedures, and services.

8. Please comment on the usefulness of the information dealing with your areas of teaching responsibility (Writing and Giving a Lecture, Leading Discussion, Running a Lab, etc.)

9. What concerns did you have as a new TA (or do you still have) that you feel *Mentor* does not address?

10. What are your suggestions for changes or additions to *Mentor*?

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